

# WILLIAMSON COUNTY SCHOOLS

## Program Planning Guide

for high schools

2021-2022



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

# **Guidelines for Student Placement and Planning**

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## Credit Requirements

**A Regular Diploma** is awarded to those students who earn the **22** prescribed credits and have a satisfactory record of attendance and discipline.

<b>Math: 4 credits</b>	Including Algebra I, II, Geometry and a fourth higher level math course (Students must be enrolled in a mathematics course each school year.)
<b>English: 4 credits</b>	English I, English II, English III and English IV
<b>Science: 3 credits</b>	Including Biology, Chemistry or Physics, and a third lab course
<b>Social Studies: 3 credits</b>	World History, U.S. History, Economics, U.S. Government or appropriate AP course
<b>Wellness: 1 credit</b>	
<b>Physical Education: 0.5</b>	
<b>Personal Finance: 0.5 credits</b>	
<b>Foreign Language: 2 credits</b>	Two credits must be the same language.
<b>Fine Arts: 1 credit</b>	
<b>Elective Focus: 3 credits</b>	Includes three credits in any one of the following: Math and Science, Career and Technical Education, Fine Arts/Humanities, JROTC, Advanced Placement (AP) or International Baccalaureate (IB)

*Each graduate must have completed 180 hours of computer education at some time during the student's educational career that can be documented or verified and must establish technology literacy prior to graduation. Any student who transfers from another state during his/her senior year is exempt from this requirement.*

## ALLOWABLE SUBSTITUTIONS

**Career and Technical (CTE) substitutions:** Certain CTE courses may be used to fulfill the 0.5 credit requirement in Economics provided the teacher meets the requirement as set out in federal or state guidelines. These CTE courses may only substitute if the student has selected an elective focus that includes a CTE program of study. <https://docs.wcs.edu/pdf/ccte/CCTE-Programs-of-Study.pdf>

**JROTC Substitutions:** Two (2) credits of JROTC may substitute for one (1) credit of Wellness and 0.5 credit of PE. Three (3) credits of JROTC may substitute for 0.5 credit of U.S. Government and 0.5 credit of Personal Finance. One credit of JROTC may substitute for 0.5 PE credit.

**Physical Education:** 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.

**Individual high schools may set additional credit requirements only with approval from the WCS School Board. These requirements shall be listed on each school's website.**

## 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.

## HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

High school courses taken in middle school will receive high school credit by passing (grade 70 or above) both semesters of the course and will be recorded as Pass/Fail with no grade point (GPA) value. If taught at honors level, these courses will count towards the WCS Honors Diploma. Students transferring from a district which does not place high school courses taken at the middle school level on the high school transcript or beginning 9th grade students with no high school transcript will be eligible to test for credit. Comprehensive state test results from the previous school may be used as test for credit. The WCS school must receive an official grade report along with documentation from the previous school that confirms that the student has completed a high school level course at the middle school level before testing for credit can occur.

## 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 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.

Per state law (T.C.A. § 49-6-408A), students must take and pass 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.

## Academic Programs

### 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 nation 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 point.

**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 point. 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, psychology, and Spanish or French) and three two-year courses (biology or chemistry, history, English). Examinations taken in May are graded by persons in the International Community that the IB Organization has certified as qualified. Except where designated, IB courses earn the same extra percentage and quality points as AP courses.

The district's only 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 Ray Scheetz or Leigh Tansey, the IB coordinators, at 472-4450 or [rays1@wcs.edu](mailto:rays1@wcs.edu) or [leigh@wcs.edu](mailto:leigh@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 zoned school 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 in regard to the IBDP, go online at [www.ibo.org](http://www.ibo.org). (Click on “services,” then on “universities and nations.”)

## **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.

<https://sites.google.com/myplace.wcs.edu/wcsscholarguides/>

## Student Support Services

### 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. 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
<b>9th Grade</b> Algebra IA	<b>9th Grade</b> Algebra I A	<b>9th Grade</b> Algebra I	<b>9th Grade</b> Algebra I
<b>10th Grade</b> Algebra IB	<b>10th Grade</b> Algebra I B	<b>10th Grade</b> Geometry A	<b>10th Grade</b> Geometry
<b>11th Grade</b> Geometry A	<b>11th Grade</b> Geometry	<b>11th Grade</b> Geometry B	<b>11th Grade</b> Algebra II
<b>12th Grade</b> Geometry B	<b>12th Grade</b> Algebra II	<b>12th Grade</b> Algebra II	<b>12th Grade</b> Bridge Math

#### Example Options for Alternate Science Courses:

Option 1	Option 2	Option 3	Option 4
<b>9th Grade</b> Physical Science or Other Lab Science	<b>9th Grade</b> Physical Science or Other Lab Science	<b>9th Grade</b> Physical Science or Other Lab Science	<b>9th Grade</b> Biology I A
<b>10th Grade</b> Biology I A	<b>10th Grade</b> Biology I	<b>10th Grade</b> Biology I	<b>10th Grade</b> Biology I B
<b>11th Grade</b> Biology I B	<b>11th Grade</b> Ecology or Other Lab Science	<b>11th Grade</b> Chemistry OR Physics	<b>11th Grade</b> Ecology or Other Lab Science

## **Algebra IA/Algebra IB and Geometry A/Geometry B**

The Algebra IA/Algebra IB and Geometry IA/Geometry IB high school math path provides a student whose significant deficit in math precludes him or her from participation 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 in close proximity of 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 participation 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 close proximity of 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 Course**

**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

## 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 one through twelve (1-12) who are screened using the WIDA screener and who score below 4.5 composite or 4.0 or below on any domain 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.

### 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 students at the pre-functional, beginning, and low intermediate level shall have a minimum of one (1) hour of ESL service per day from a teacher who holds an ESL endorsement.

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 4.2 composite or higher and 4.0 or higher for literacy on the WIDA ACCESS shall be exited from ESL direct services. Students who exit ESL direct services shall be considered transitional ELs for four (4) school years.

### COURSES

**G22H05: RAEL 9-12** Appropriate for students in their first year of U.S. school who have a WIDA screener score of 1.5 and below and limited literacy in the home language. May be used one (1) time.

**G22H00: ELD 9** WIDA proficiency level 1 to 3.4. ELD 9 may count toward two (2) of the four (4) English credits required for graduation. ELs must then enroll in English I and/or English II in order to satisfy the federal requirement to take an ELA assessment in high school. May be repeated but can only be counted as one (1) high school credit for either ESL or English.

**G22H01: ELD 10** WIDA proficiency level 1 to 3.4. ELD 10 may count toward two (2) of the four (4) English credits required for graduation. ELs must then enroll in English I and/or English II in order to satisfy the federal requirement to take an ELA assessment in high school. Course may be repeated but can only count as one (1) high school credit for either ESL or English.

**G22H02: ELD 11** WIDA proficiency level 1 to 3.4. ELD 11 counts as one (1) English credit or one (1) humanities elective. Only two (2) ESL classes may count as two (2) English credits and one of those must be ELD 9 or 10. Code may be used more than once but only count as one (1) high school credit.

**G22H03: ELD 12** WIDA proficiency level 1 to 3.4. ELD 12 counts as one (1) English credit or one (1) humanities elective. Only two (2) ESL classes may count as two (2) English credits and one of those must be ELD 9 or 10. Code may be used more than once but only count as one (1) high school credit.

**G22H04: ESL 9-12** ELs must be enrolled in ELA and ESL simultaneously, WIDA proficiency 3.5 or higher. Can be used more than once.

## Alternative Credits

### DUAL ENROLLMENT

The Williamson County Board of Education has established the following guidelines for students who wish to enroll in college classes:

- Early admission to college (i.e., enrollment in college by a 12th grade high school student) will be governed according to the guidelines contained in "Option #1" of TRR/MS 0520-1-3-.06 (5)-(a).
- Eleventh and twelfth grade students may enroll in college level courses conducted by an accredited college outside the times or facilities of the regular high school and receive high school and/or college credit.
- Students may participate in college level courses conducted during the school day on the high school campus in accordance with requirements stated in the state regulations.
- 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 student's schedule can be arranged to make this option possible.
- Dual 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.tn.gov/collegepays/money-for-college/tn-education-lottery-programs/dual-enrollment-grant.html> to determine eligibility for the Tennessee Dual Enrollment Grant.
- Credits will be awarded for the successful completion of work from an accredited college or university according to the following:
- 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.
- 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 as well as discuss with a College/University Admissions Counselor whether or not it will transfer to the College/University which 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 those courses are failed. Credit recovery is not available for a failed dual enrollment course. Students may not drop a dual enrollment course without first getting permission from their high school counselor and principal.

## **WCS ONLINE LEARNING**

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

WCS Online 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 where he/she is zoned, or a student can take the courses in addition to what he/she is taking at his/her 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 WCS Online courses.

For courses that are not taken through the WCS Online, the course will be entered on the high school transcript with a pass/fail grade with no grade point value. Students who enroll in online courses without seeking prior approval from the school counselor and administration will not receive credit for the courses.

Students interested in enrolling in the WCS 9-12 Online 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.

## **TESTING FOR CREDIT**

Students enrolled in grades 9 -12 who have completed a course equivalent to a high school level course may earn high school credit toward graduation, except in U.S. History (per state board policy). Students may earn credit toward graduation upon passing a comprehensive written examination in accordance with standards determined as follows:

The examination shall provide evidence that the students have 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.

Students must score 70 or better on the comprehensive written examination in order to receive credit toward high school graduation.

The course name and a course grade of Pass or Fail 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.

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 or beginning 9th grade students with no high school transcript. The WCS school must, however, receive an official grade report along with documentation from the previous school that confirms that the student has completed a high school level course at the middle school level before testing for credit can occur.

Comprehensive state exams may be used as tests for credit.

## **DRIVERS EDUCATION**

Driver's Education may be offered by the school in both the fall and spring semesters after school, as well as during the summer. The fee is set by the Williamson County Board of Education. Thirty (30) hours of classroom instruction is mandatory, followed with six (6) hours of behind-the-wheel driving. The course will be entered on the high school transcript as Pass/Fail with no grade point (G.P.A.) value.

## **CREDIT RECOVERY PROGRAM**

Students who have attempted and failed a semester in 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's 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 seventy percent (70%). The Credit Recovery grade will be recorded on the student's transcript and does not replace the original grade received.

## **ALGEBRA I CONTENT RECOVERY**

Content recovery for Algebra I will be available for students who fail Algebra I their freshman year. A student will 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 recovering the content, 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 becomes an F. 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.

## **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 a 70% or better. However, credit will not be given when the second semester grade is the failing grade. Summer school courses are not part of this policy. This policy applies only to courses in which a student must master first semester skills and concepts in order to be successful 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 as earned.

## **AUDITING**

Auditing a course is taking a course for 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 a review of 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 is recorded on the transcript, but no credit is earned, and the grade does not become part of the cumulative GPA.

## Credit Limits

Limits on the amount of high school course credit that may be earned are *as follows*:

- A maximum of ten (10) units of credit may be earned during a full calendar (12 months) year.
- A maximum of eight (8) units of credit may be earned during a regular academic (180-day school calendar) year.
- A maximum of two (2) credits may be earned during a full summer.
- A maximum of six (6) credits, cumulative throughout high school career, may be earned in summer school to be counted for meeting graduation requirements.
- A maximum of six (6) credits may be earned through the approved policy and procedure for Testing for Credit (excluding Home School students transferring in).
- A maximum of six (6) credits during the high school career may be earned through a credit recovery program.
- Any exception to this policy must be requested in writing. The request must be approved in writing by the principal and the Superintendent of Schools and reported to the Board of Education.

Limits on the amount of high school course credit for students following a **Fast-Track** option to early graduation are as follows:

- A maximum of eleven (11) credits may be earned during a full calendar (12 months) year.
- A maximum of nine (9) credits may be earned during a regular academic (180-day school calendar) year.
- A maximum of three (3) credits may be earned during a full summer.
- A maximum of nine (9) credits, cumulative throughout high school career, may be earned in summer school to be counted for meeting graduation requirements.
- 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.

## **Fast Track to Early Graduation**

### **EXPLANATION OF EARLY GRADUATION PATHWAYS**

All students, regardless of the graduation path, must still earn 22 specified credits and a minimum ACT score and GPA. 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 three-year pathways are designed for students who are clear about their future goals and are ready to pursue them beyond high school in an accelerated manner.

### **EARLY COLLEGE PATHWAY**

Early admission [granted by a] college may be considered for a twelfth (12) grade student who has at least a 3.5 grade point average and a minimum ACT composite score of twenty-five (25). A student must have written endorsement from the principal, counseling staff and the participating institution of higher learning. Written agreements completed by the student and parents must be placed on file in the office of the principal. The freshman [college undergraduate] coursework taken at the participating institution will substitute for the courses which the student needed for graduation from high school. The high school principal will determine the appropriateness of the content of these courses prior to the student's enrollment in college. A student will be awarded credit for the senior year after having successfully completed the freshman year in college (Rule 0520-01-03-.06). Subsequently, the student will receive his/her high school diploma. While students who pursue this pathway will be allowed to leave high school a year early, they will not be awarded a high school diploma until the receipt of the official documentation by the high school at the conclusion of the first year of college. Students may choose an out of state college or university however, the student's guardian must live within the WCS high school zone until graduation requirements are met. The dual enrollment grant does not apply. Students choosing this option would use HOPE scholarship funds toward in state tuition.

### **THREE-YEAR COLLEGE PREPARATORY PATHWAY**

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 24 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 during one or more summer semesters. Students who meet the requirements of this pathway in 3.5 years could also be eligible to graduate early.

### **THREE-YEAR CAREER AND TECHNICAL EDUCATION PATHWAY**

The requirements of this program are designed to prepare students for entering the workforce or continuing their chosen career paths at a Tennessee College of Applied Arts or other technical programs. This accelerated graduation program requires completion of the minimum number of academic courses as well as a focus on a single vocational, career or technical education program. The student must complete high school with a minimum GPA of 3.0, achieve a composite score of 21 on the ACT exam in year 2 (at family's expense) or year 3 (at family's expense) and meet industry certification standards or

the equivalent of such in his or her elective focus program of study. Notwithstanding the above requirements, the Superintendent of Schools may approve admission into this pathway with the submission of additional career readiness evidence. Students who fail to achieve the minimum ACT score or who appear unlikely to achieve the required GPA will be transitioned to a traditional four-year graduation plan. Students on this path may achieve 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, district approved internships in the chosen career path, or county-approved online enrollment. Students who choose to submit a foreign language waiver that meets state guidelines may be allowed to waive the foreign language requirement in order to enhance the study of their chosen technical programs. Completion of high school in three years would require enrollment in coursework outside of the school day or during one or more summer semesters. Students who meet the requirements of this pathway in 3.5 years could also be eligible to graduate early.

## **EARLY GRADUATION GUIDELINES**

Students making early graduation application 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 application.
- Students must apply for early graduation at least one semester prior to the intended graduation date.
- If pursuing early college, the student's guardian must remain living in the Williamson County school zone until graduation requirements are met.
- 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 or pursue the early college 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 may participate in the graduation ceremony immediately following the completion of all graduation requirements. Students completing their requirements may participate in the next scheduled graduation ceremony for the school in which they are enrolled. Students completing in the 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 will be moved to a four-year graduation plan if they do not earn a minimum of 6 credits by the beginning of the year 2 or 13 credits by the beginning of year 3.
- At the beginning of year 3, the student must have the GPA associated with his/her pathway of choice.
- 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. Those who take the PSAT/NMSQT in their last year of high school will be offered as they are completing their first year of college.

- Requirements for the Tennessee Promise must be completed during the student's junior year in order to be eligible upon graduation.

## 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](http://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. To view requirements for students in your graduating class, you should visit the website below.

[http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf)

Certain courses will not count for NCAA core course requirements. Bridge Math, for example, has not been approved by NCAA as a fourth-year math course. 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 otherwise substitute for Economics will be accepted. Also, Credit Recovery courses are not approved for core course credit by the NCAA Eligibility Center.

## Scheduling Policies

**Students take six 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. A request form may be obtained from the Counseling Center.

**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.

**No Dropping in Level:** Students who requested and received 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. The usual consideration is whether 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 for 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 e-mail, but the best communication is person to person.
4. If the problem continues to exist, the parent 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 team will form a plan of action.

## 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 shall complete the core curriculum and four credits of science, plus the additional path requirements which include an elective focus. Except as described in this paragraph, course requirements for the **Williamson County Honors Diploma** are the same as for the regular diploma. A minimum of 14 credits must be at Honors or Advanced Placement level or through dual enrollment as described below. Students must qualify for Latin honors by having a 3.75 or higher academic average on either a 4.0 or 5.0 scale.

Students who are accepted for dual enrollment or early admission to a college or university may have college courses considered for meeting the 14-honors credit requirement if the course taken at the college level is offered at the Honors or Advanced Placement level by WCS.

When a student receives a high school pass/fail credit at the middle school level, the credit will be counted as an honors class toward meeting the **Williamson County Honors Diploma** requirement if the class was taught at the honors level. Otherwise, the course will be listed as high school credit but will not count toward 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 of the subject readiness benchmarks on the **ACT** or equivalent score on the **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 a national and/or state recognized industry certification
- 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
- 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 set deadline.

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

- Scoring at least on-track on each English Language Arts End of Course assessment  
**OR**
- Scoring at least a 3 on the Advanced Placement English Language or English Literature Exam *or* a 4 on the English International Baccalaureate Exam  
**OR**
- Scoring at least a 22 on the ACT Reading subtest  
**OR**
- Scoring at least a 4.5 (cumulative) on the WIDA Access (ESL students only)

b. 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 all 3 modes of communication  
**OR**
- Scoring at least a 3 on a world language Advanced Placement exam *or* a 4 on a world language International Baccalaureate exam  
**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

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

- Scoring at least mastered on each English Language Arts End of Course assessment **OR**
- Scoring at least a 5 on the Advanced Placement English Language or English Literature Exam *or* a 6 on the English International Baccalaureate Exam

**OR**

- Scoring at least a 25 on the ACT Reading subtest

**OR**

- Scoring at least a 4.8 (cumulative) on the WIDA Access (ESL students only)

**b. 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 all 3 modes of communication

**OR**

- Scoring at least a 5 on a world language Advanced Placement exam or a 6 on a world language International Baccalaureate Exam

**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

**c. Demonstrates evidence of Intercultural Engagement from (at least) one of the following *suggested* services, events, or activities 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 each semester the student is in attendance at 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 20 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 and submitting all evidence that they have fulfilled the requirements.

**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.

## STUDENT PLANNING GUIDE

<b><u>CORE COURSE</u></b>	<b><u>CREDIT EARNED</u></b>	<b><u>ENROLLED</u></b>
<i>English I</i>		
<i>English II</i>		
<i>English III</i>		
<i>English IV</i>		
<i>Algebra I</i>		
<i>Geometry</i>		
<i>Algebra II</i>		
<i>4<sup>th</sup> (Higher) Math</i>		
<i>Biology</i>		
<i>Chemistry or Physics</i>		
<i>3<sup>rd</sup> Lab Science</i>		
<i>US History and Geography</i>		
<i>World History and Geography</i>		
<i>US Government and Civics (.5)</i>		
<i>Economics (.5)</i>		
<i>Personal Finance (.5)</i>		
<i>Foreign Language Year I</i>		
<i>Foreign Language Year II</i>		
<i>Fine Arts</i>		
<i>Lifetime Wellness</i>		
<i>Elective P.E.</i>		

**Elective Focus Courses (Must complete 3.0 credits in one area. Students choosing a CTE focus must complete 3.0 credits from any one Career Cluster.)**

Science/Math	_____	_____	_____
Humanities/Fine Arts	_____	_____	_____
AP/IB	_____	_____	_____
JROTC	_____	_____	_____
Career & Technical (CTE)	_____	_____	_____
*Academic Intervention	_____	_____	_____

*\*Allowed only for students with Individual Education Plans who have received pre-approval*

*Credits Required for Graduation = 22*

**COURSE DESCRIPTIONS BY SUBJECT AREA**

<b>Language Arts</b>	<b>25-28</b>
<b>Mathematics</b>	<b>29-33</b>
<b>Science</b>	<b>34-40</b>
<b>Social Studies</b>	<b>41-49</b>
<b>World Language</b>	<b>50-59</b>
<b>Physical Education</b>	<b>60</b>
<b>Fine Arts</b>	<b>61-66</b>
<b>JROTC</b>	<b>67</b>
<b>CTE</b>	<b>68-94</b>

*For a complete list of WCS approved course codes click link below:*

 [Course Codes 2021-2022 8.19.21.xlsx](#)

## Language Arts

**Note:** 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 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 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 texts 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 World Literature, 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 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. Students are expected to read and analyze complex expository works of literary nonfiction, as well as a wide spectrum of various genres of American literature, in order to 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 analysis of text, including research with appropriate citations. Writing will also focus 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. Analytical writing (both argument/opinion and informative/explanatory) accounts for 80% of the students' writing. 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 command of language in various writing and speaking contexts and tasks. **Grade Level: 11 Prerequisite: English II Honors Teacher Recommendation Needed: Yes Minimum Credit: 1.0 Maximum Credit: 1.0 NCAA Approved: Yes**

**G01H17 English III Language and Composition AP** – AP Language and Composition emphasizes critical reading, analysis, research, and composition. Students are expected to analyze a wide variety of complex prose from a variety of time periods, disciplines, and rhetorical contexts. Writing assignments emphasize development of critical analysis based on text and incorporating evidence from research. Extensive outside reading is required. This is a college-level course approved by the Advanced Placement College Board. Reading selections deal with mature themes. Students will develop the cognitive and communicative skills to do well on the AP English Language and Composition Examination in May. **Grade Level: 11 Prerequisite: English II Honors Teacher Recommendation Needed: Yes Minimum Credit: 1.0 Maximum Credit: 1.0 NCAA Approved: 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 Honors Teacher Recommendation Needed: Yes Minimum Credit: 1.0 Maximum Credit: 1.0 NCAA Approved: 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. Students are expected to read and analyze complex expository works of literary nonfiction, as well as a wide spectrum of various genres of British literature, in order to 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. Analytical writing (both argument and informative/explanatory) accounts for 80% of the students' writing. 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 for 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 Honors **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G01H18 English IV Literature and Composition AP** - AP English Literature and Composition is a rigorous college-level course. Students complete a survey of world literature. Writing includes extensively developed compositions in all modes, with an emphasis on literary analysis to evaluate structure and tone of pieces of text representing a variety of literary genres. Reading selections deal with mature themes. In addition to extended reading, students also complete an in-depth literary analysis incorporating MLA documentation. Students also regularly practice timed Advanced Placement writing prompts in preparation for the AP English Literature and Composition Examination in May. **Grade Level:** 12 **Prerequisite:** AP Language and Composition or English III Honors **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G01H14 English II 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 the 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

**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 on 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

**Y01H20 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 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 in order 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 needs of the student body. **Grade Level:** 11-12 **Prerequisite:** No **Teacher Recommendation Needed:** No **Minimum Credit:** .5 **Maximum Credit:** 1 **NCAA Approved:** No

**Y01H21 Multicultural Minds-** This course focuses on how literature “provides an opportunity to better understand the experiences of others” (Soto 2017). Over the course of one semester, students will use this focus on how literature humanizes to further their ability to critically analyze the writing of others; express themselves through writing; and take part in discussions that explore their current understandings, as well as expand those understandings toward a broader worldview. **Grade Level:** 11-12 **Prerequisite:** No **Teacher Recommendation Needed:** No **Minimum Credit:** .5 **Maximum Credit:** 1 **NCAA Approved:** No

**Y01H78 Perspectives & Cultural Literacy-** this course is designed to engage the mind of inquisitive learner. The central focus of PCL is learning how the cultures, societies and policies of the world work. Developing an understanding of how ideologies are fostered is an intricate part of understanding the world at large. Students enrolled in Perspectives and Cultural Literacy will read a variety of text helping to strengthen their understanding while improving their analysis of perspective and its power in shaping the world. **Grade Level:** 11-12 **Prerequisite:** No **Teacher Recommendation Needed:** **Minimum Credit:** .5 **Maximum Credit:** 1 **NCAA Approved:** No

**G01H06 Speech & Communications** - Speech 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: 1.0 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 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**

**Y01H19 Film as Literature** - Film as Literature is a semester course for students interested in film history, the language of film, and production techniques. Although the class is meant to be interesting and interactive, teamwork, attendance, oral communication and critical thinking skills are required. Students learn the language of film in order to analyze film. After learning how to “read” film 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 include classics such as *Citizen Kane*, *On the Waterfront*, and *Rebel without a Cause*. At the end of the semester, students are required to create a five-minute film production. **Grade Level: 11-12 Prerequisite:** English II **Teacher Recommendation Needed: No Minimum Credit: 0.5 Maximum Credit: 1.0 NCAA Approved: No**

**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.**

**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 in order to craft and communicate evidence-based arguments. **Grade Level: 10-11 Prerequisite: None Minimum Credit: 1 Maximum Credit: 1**

**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 a research question. 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 Maximum Credit: 1**

## MATHEMATICS

**Note:** In order 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 each year that he/she is enrolled in high school.

**G01H00 Algebra I** - This course includes properties of the real number system, linear and quadratic systems, inequalities, operations on real numbers and polynomials, exponents and radicals. Students learn the language of algebra and practice the application of algebraic concepts to real world problems. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **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 and at a faster pace, 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** - This course is a survey of the fundamental and advanced concepts of plane geometry and the related topics in three-dimensional, coordinate and transformational geometry. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout this course and, together with the content standards, allow students to experience mathematics as a coherent, useful, and logical subject that capitalizes on their ability to make sense of problem situations. **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 at a significantly faster pace, in greater depth, and with supplemental topics. Strong analytical thinking skills beyond the rigors of algebraic computation are essential for this course, which strongly emphasizes the concept of proof. 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** - This course builds on the previous work with linear, quadratic, and exponential functions. Students extend their repertoire of functions to include polynomial, rational, and radical functions. In this course rational functions are limited to those whose numerators are of degree at most one and denominators of degree at most two; radical functions are limited to square roots or cube roots of at most quadratic polynomials. Students work closely with the expressions that define the functions

and continue to expand their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **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 at a significantly faster pace, in greater depth, and with supplemental topics. Strong analytical thinking skills beyond the rigors of algebraic computation are essential for this course, which strongly emphasizes the concept of proof. 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

**G02H41 Bridge Math** - This course is designed to introduce concepts previously studied using a new approach. Connections will be made between concepts allowing for a more in-depth understanding of topics and for problem solving applications. Students will look at multiple representations of concepts, blend their new understanding of topics with applications, and have the opportunity to model contextual situations. Concepts to study will include linear and quadratic functions, similar triangles and proportions, angle properties, scientific notation, polynomial arithmetic, radical expressions and probability. **Grade Level:** 12 **Prerequisite:** Algebra I, Geometry, and Algebra II **Teacher Recommendation Needed:** Yes, recommended for students who score below 19 on the Math portion of the ACT **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**G02H42 Applied Math** – This course primarily focuses on application and modeling using mathematics. Application topics include but are not limited to: counting, combinatorics, probability, financial math and linear programming. This course is composed of content standards found in Finite Math, Discrete Math and Statistics. **Grade Level:** 12 **Prerequisite:** Algebra I, Geometry, and Algebra II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**G02H23 Pre-Calculus** - This course combines topics from areas of higher mathematics, including trigonometry, complex numbers, analytical geometry, sequences and series, probability, exponential and logarithmic functions, graphs, and vectors. Students who successfully complete this sequence will have a strong background for a first-year Calculus sequence. **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

**G02H23 Pre-Calculus Honors** - This course covers all topics of Pre-Calculus at a significantly faster pace, in greater depth, and with supplemental topics. 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

**G02H18 Calculus Honors** - This course provides an introductory course for students who will take calculus as part of a college program. Topics include functions, limits, differentiation, and applications of differentiation and integration. 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** - This course introduces students to the basic concepts of both descriptive and inferential statistics. Topics include collecting, displaying, interpreting, and analyzing data; surveys and experimental design; drawing conclusions about a population from a sample and predicting with data. Students must have a good understanding of equation solving and be comfortable working with functions and their graphs. **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

**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 **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** 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 Calculus AB **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G02H39 Math Studies Hrs I IB SL** - This course has an emphasis on applications of mathematics, 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 number 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

**G02H08 Mathematics I IB SL/HL** - 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

**G02H72 Mathematics II IB SL/HL-** 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. The majority of these 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 statistics 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

The second year of IB Math SL includes the three topics of a traditional course in Calculus as well as the completion of statistics 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 instruction 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

### RECOMMENDED MATHEMATICS SEQUENCE

8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
8 <sup>th</sup> Grade Math	Algebra I Honors Algebra I	Geometry Honors Geometry	Algebra II Honors Algebra II	Pre-Calculus Honors Pre-Calculus AP Statistics Statistics Applied Math Bridge Math
Algebra I Honors	Geometry Honors Geometry	Algebra II Honors Algebra II	Pre-Calculus Honors Pre-Calculus AP Statistics Statistics	AP Calculus BC AP Calculus AB Calculus Honors Pre-Calculus Honors Pre-Calculus AP Statistics Statistics
Geometry Honors	Algebra II Honors Algebra II	Pre-Calculus Honors Pre-Calculus AP Statistics Statistics	AP Calculus BC AP Calculus AB Calculus Honors Pre-Calculus Honors Pre-Calculus AP Statistics Statistics	AP Calculus BC AP Calculus AB Calculus Honors AP Statistics Statistics

## SCIENCE

**Note:** 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, biotechnology, 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 for 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's 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 for part of the grade per state board policy. **Grade Level:** 9-10 **Prerequisite:** a grade of 81 or above in an honors science course, or a grade of 91 or above in a standard science course **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G03H10 Biology AP -** The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. Students study the evolution of living systems from molecular, cellular, organismal, and population levels. Specific topics include biochemistry, structure and function of organelles and cells, energy transformation in photosynthesis and respiration, the development of the chromosomal theory of inheritance, the regulation of the prokaryotic and eukaryotic genomes, biotechnology and society and mechanisms of evolution. It will prepare students to think critically about the rapidly changing field of biology. The laboratory component is equivalent to a typical college course. Students should be academically motivated with a great desire to learn the sciences. Extended time is required (homeroom, afterschool, study hall, etc.) as per College Board. 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

**G03H09 Biology II -** Biology II is a laboratory science course in which students engage in an in-depth study the principles of botany and zoology. This course emphasizes ethology, phylogenic relationships between organisms, internal and external anatomical structures and their functions, biodiversity, and changes in life forms over time. Students explore biological concepts through research, lab investigations and engineering design. **Grade Level:** 10-11 **Prerequisite:** Biology I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**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 with Honors Chemistry a prerequisite

or co-requisite **Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:**1.0 **NCAA Approved:** Yes

**G03H72 Biology III IB 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

**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 first semester spent covering physics topics, while second semester is 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:** 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 on each of those areas. First semester is spent covering physics topics while 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 or 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. Students will take the state's End-of-Course exam in chemistry which will count for part of their grade per state board policy. **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** 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. Students will take the state's End-of-Course exam in chemistry and will count for part of the grade per state board policy. **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 is designed to be the equivalent of the general chemistry course, usually taken during the first college year. It is designed to be taken by students after successful completion of Chemistry Honors and Algebra II. Chemistry AP provides students with a general understanding of the structure of matter and its interactions. Specific topics covered are atomic theory, stoichiometry, thermochemistry, the electronic structure of atoms, gas laws, ionic reactions,

reactions rates, chemical equilibria, introductory thermodynamics and electrochemistry. The laboratory component is equivalent to a typical college course. Students should be academically motivated with a great desire to learn the sciences. Extended time 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

**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. 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

**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

**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. This course is elective credit only. **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

**G03H32 Ecology Honors-** Ecology Honors provides an in-depth study of populations, biodiversity, ecosystems, and human impact. This course is designed to help students understand the environment, ecological issues, and human responsibility. An emphasis will be placed on hands-on activities and outdoor labs to develop understanding of these concepts. As an honor's 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:** Biology with a grade of 91 or above or Honors Biology with a grade of 80 or above **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G03H33 Environmental Science-** Environmental Science enables students to develop an understanding of interrelationships in the natural world. Students will learn about the interactions, energy and dynamics of ecosystems, as well as the unity and diversity of biological change. Earth's systems are studied as the background for these interactions. An emphasis will be placed on the identification of natural and man-made environmental problems where students are encouraged to design and evaluate possible solutions for these problems. Hands-on activities and outdoor labs will be included with the focus remaining on environmental engineering design and solutions. **Grade Level:** 10-12 **Prerequisite:** Biology is recommended **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:**

**G03H25 Environmental Science AP -** The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Due to the quantitative analysis that is required in the course, students must have taken at least one year of algebra. In order to meet the College Board lab requirement, "students spend the equivalent of a double lab period each week". Once or twice a year, students may be asked to participate in an after-school environmental field study that cannot be completed during normal school hours. 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 II, and Chemistry **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** 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 honor's 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:** 11-12 **Prerequisite:** Algebra I and Algebra II

(may be 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 honor's 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:** Geometry and Algebra II (may be taken concurrently) **Teacher Recommendation Needed:** Yes, by previous science and math teachers **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G03H27 Physics 1 AP** - Physics 1 AP is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. No prior course work in physics is necessary for students to enroll in AP Physics 1. 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. **Grade Level:** 10-12 **Prerequisite:** Geometry and Algebra II (may be taken concurrently) **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G03H28 Physics II AP** - Physics 2 AP is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and 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 a comparable introductory course in physics will satisfy this prerequisite. Students should also have taken or be concurrently taking pre-calculus or an equivalent course. **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

**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 science. Students should be self-directed learners and good time-managers 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

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

**G03H29 Physics C AP Mechanics/ 3234 Physics C AP Electricity and Magnetism** - The Physics AP Course is designed to be representative of courses commonly offered in colleges and universities. In the typical Physics C course, roughly one-half year is devoted to mechanics including: kinematics, Newtonian physics, work, energy, power, linear momentum, circular motion, oscillations and gravitation. Use of calculus in problem solving and in derivations is expected to increase as the course progresses. In the second half-year of the C course, the primary emphasis is on classical electricity and magnetism including: electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields and electromagnetism. Calculus is used freely in formulating principles and in solving problems. 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 (may be taken concurrently) **Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit:** 1.0 **NCAA Approved:** 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 economy. Current events will be emphasized in the curriculum. The course will include night observation sessions in 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 a 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 Credit:** 1.0. **Maximum Credit:** 1.0. **NCAA Approved:** No.

**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 honor's 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

## RECOMMENDED SCIENCE SEQUENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Biology	Physical Science Physical Science Hnrs	Chemistry Chemistry Hnrs Physics Physics Hnrs	Human Anatomy & Physiology Ecology AP Environmental Science Chemistry Chemistry Hnrs Physics Physics Hnrs
Biology Hnrs	Chemistry Chemistry Hnrs Physics Physics Hnrs	Human Anatomy & Physiology AP Biology AP Environmental Science Chemistry Chemistry Hnrs AP Chemistry Physics Physics Hnrs AP Physics 1	Human Anatomy & Physiology Human Anatomy & Physiology Hnrs AP Biology AP Environmental Science Chemistry Hnrs AP Chemistry Physics Hnrs AP Physics 1 AP Physics 2 AP Physics C Scientific Research

## SOCIAL STUDIES

**Note:** In order 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.

**G01H25 Bible** - This elective course will enable students to acquire an understanding of the Bible's major ideas as well as its impact on the world's religions, cultures and societies. The Bible will also be studied in its historical, sociological and cultural contexts. **Grade Level:** 12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**G04H07 World Geography** - This elective course will guide students in an examination of the fundamental questions and basic concepts associated with the physical and cultural features of the Earth. Topics covered will include the human relationship with the Earth's surfaces, regions, populations, and resources. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit:** 0.5 **NCAA Approved:** 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

**G04H10 World History and Geography** - This course is a comprehensive study of the progression of humans throughout the history of the leading civilizations of the world. Students will learn about the origins and consequences of the great military, economic and cultural events of the past centuries. Topics of study include the Renaissance, the Reformation, the rise of modern states, monarchies, the Enlightenment, revolution, WWI and WWII and its aftermath. **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. Students enrolled in this Honors level course may be required to complete a portfolio as part of the course requirement. This course is a comprehensive study of the progression of humans throughout the history of the leading civilizations of the world. Students will learn about the origins and consequences of the great military, economic and cultural events of the past centuries. Topics of study include the Renaissance, the Reformation, the rise of modern states, monarchies, the Enlightenment, revolution, WWI and WWII and its aftermath. **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 progression of humans throughout the history of the leading civilizations of the world. Students will learn about the origins and consequences of the great military, economic and cultural events of the past centuries. Topics of study include the Renaissance, the Reformation, the rise of modern states, monarchies, the Enlightenment, revolution, WWI and WWII and its aftermath. **Grade Level:** 10-12 **Prerequisite:** AP Human Geography, AP European History, or AP U.S. History **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** 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 in modern European history. Students will be able to analyze and interpret historical evidence and express historical understanding in writing. **Grade Level:** 10-12 **Prerequisite:** World History Honors or Human Geography AP **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G04H11 United States History and Geography** - In this course, students will learn 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 the 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:** 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 the 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. US History AP integrates biographical, economic,

social, political and cultural perspectives of American history from the Age of Exploration to the present. Students will be required to master the following historical skills: chronological reasoning, comparison and contextualization, creating arguments from evidence and interpretation and synthesis. **Grade Level:**11 **Prerequisite:** World History Honors or AP Human Geography or AP European History **Teacher Recommendation Needed:** Yes, Previous Social Studies and English teachers **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G04H12 United States Government and Civics** - This semester course will focus on the study of the purposes, principles, and practices of American government and the study of the U.S. Constitution. Students will also study our state's government structure and the various local governments in Tennessee. While emphasis is placed on the study of federalism, students will also learn about the rights and responsibilities of citizens. 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, study of the U.S. Constitution, and state and local governments. While emphasis is placed on the study of federalism, students will also learn about the rights and responsibilities of citizens. 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. United States Government and Politics AP is a semester course which places emphasis on the following: American institutions of government, politics, and political theories and processes, voter behavior, governmental impact on public policy and civil rights and liberties as applicable to government and the Supreme Court. Due to the contemporary nature of the U.S. Government and Politics AP Exam students must "stay current" with national affairs through broadcast and print media. **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

**G04H27 United States Government and Politics Comparative 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. United States Government and Politics Comparative AP is a semester course which gives students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various political behaviors and outcomes. **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

**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. Students will examine the key economic philosophies and economists who have influenced the economies around the world in the past and present. 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. Students will examine the key economic philosophies and economists who have influenced the economies around the world in the past and present. 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 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. Microeconomics AP provides students with a thorough understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. Students will consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets. **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

**G04H25 Macroeconomics 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. Macroeconomics AP is the study of the principles of economics that apply to an economic system as a whole with emphasis on the study of national income, economic performance measures, the financial sector and international economics. **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

**G04H36 Personal Finance** - This semester course is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. This course will provide a foundational understanding for making informed personal financial decisions. **Grade**

**Level:** 10-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5  
**Maximum Credit:** 0.5 **NCAA Approved:** No

**G04H15 Psychology** - This semester elective course provides an overview into the study of human behavior. Main topics include human development, psychological disorders, physiological processes, learning, memory and language and communication. Throughout the course, students will examine connections between the different content areas within psychology and relate psychological knowledge to everyday life. **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 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. Psychology AP is the study of the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. **Grade Level:** 11-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes  
**Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** 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 topics of study include personality, human development and abnormal behaviors and treatments. Students will be required to complete numerous outside readings (including research articles), participate in online discussions, and conduct a replication experiment. **Grade Level:** 11-12  
**Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** 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. **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. The 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

**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 from discovery to the turn of the 20th century with attention to Canada, the United States, and Latin America. 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

**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 in order 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

**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 in order 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 also 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

**Y04H27 History of Ideas** – The History of Ideas class is the study of historical literature and historical philosophy beginning with texts considered essential reading for the well-educated individual. The

course traces the development of Western thought from classical Greece to modern times. The student will study vital and perennial ideas from a rigorous interdisciplinary curriculum that includes philosophy, history, science, literature, politics, and ethics. This canon of literary, philosophical, and scientific masterpieces spanning 2,700 years not only deepens and broadens a student's knowledge historically but also challenges and anchors one's beliefs through reflection, critical analysis, and debate. In addition, through the synthesis of reading, discussion, writing, and introspection, students will come to know themselves and their personal philosophies and political beliefs. Texts range from selections by classical writers such as Plato and Aristotle to historical literature and folktales from Iceland and the Anglo-Saxons. In addition, students will read the writings of authors such as Hippocrates, Cicero, Seneca, Augustine, Luther, Aquinas, Pascal, Copernicus, Newton, Karl Marx, Oscar Wilde, Sigmund Freud, Martin Luther King, Jr., C.S. Lewis and J.R.R. Tolkien and discuss these works in Socratic seminars. Elective credit. **Grade Level:** 11-12 **Prerequisite:** None **Teacher Recommendation Needed:** 2 History/English teachers and an A average in both History and English **Minimum Credit:** 0.5 **Maximum Credit:** 1.0 **NCAA Approved:** No

**Y04H27 History of Ideas Honors** – The History of Ideas class is an honors level and rich study of historical literature and historical philosophy beginning with texts considered essential reading for the well-educated individual. The course traces the development of Western thought from classical Greece to modern times. The student will conduct a more in-depth study of vital and perennial ideas from a rigorous interdisciplinary curriculum that includes philosophy, history, science, literature, politics, and ethics. This canon of literary, philosophical, and scientific masterpieces spanning 2,700 years not only deepens and broadens a student's knowledge historically but also challenges and anchors one's beliefs through reflection, critical analysis, and debate. In addition, through the synthesis of reading, discussion, writing, and introspection, students may come to know themselves and their personal philosophies and political beliefs. Texts range from selections by classical writers such as Plato and Aristotle to historical literature and folktales from Iceland and the Anglo-Saxons. In addition, students will read the writings of authors such as Hippocrates, Cicero, Seneca, Augustine, Luther, Aquinas, Pascal, Copernicus, Newton, Oscar Wilde, Sigmund Freud, Martin Luther King, Jr., C.S. Lewis and J.R.R. Tolkien and discuss these works in Socratic seminars. The course includes learning through community service opportunities that explore serving others in order to better understand ourselves. Elective credit. **Grade Level:** 12 **Prerequisite:** English III and U.S. History **Teacher Recommendation Needed:** 2 History/English teachers and an A average in both History and English **Minimum Credit:** 0.5 **Maximum Credit:** 1.0 **NCAA Approved:** No

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

**G10H00 IB Information Technology in a Global Society SL/HL** - This course develops students' understanding of the capabilities of current and emerging IT systems and the impact of these systems on a range of stakeholders. Students are encouraged to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on these scenarios. Furthermore, students are required to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user. **Grade Level:** 11-12 **Prerequisite:** None **Teacher Recommendation:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G04H23 African American History-** A comprehensive study of the life and contributions of African Americans throughout American history. Students begin by studying the geography of Africa and European exploration and colonization. Students examine the contributions of freed and enslaved African Americans in urban and rural African American communities and compare institutions in the North and South leading up to and during the Civil War. Students investigate the rise and effects of Jim Crow laws, trace the impact of African American migration, and explore the significance of the Harlem Renaissance through the early twentieth century. The course includes analysis of the conditions and contributions of African Americans during momentous historical events including major wars and the Great Depression of the last century. Students analyze various African American contributions in literature, arts, inventions, and accomplishments from the 1600's to present time. Students examine the Civil Rights Movement and consider the contemporary issues confronting African Americans into the 21st Century. **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** - a study of the history of the Volunteer State, including the cultural, geographic, economic, and political influences upon its history. Students will discuss specific topics such as Tennessee's indigenous peoples, early settlers, the foundation of the state, Era of Reform, Women's rights, the New Deal, Civil Rights, music, entertainment, significant literary figures, Tennessee economics, places of interest, Tennessee politics and Tennessee citizenship. Local history will be a particular focus when applicable. **Grade level: 9-12 Prerequisite: None Teacher Recommendation Needed: No Minimum credit:.5 Maximum credit:.5 NCAA Approved: No**

**SC 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 library 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. **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**

## RECOMMENDED SOCIAL STUDIES/HISTORY SEQUENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
World History World History Hrs AP Human Geography	Personal Finance	U.S. History U.S. History Hrs AP U.S. History	Economics U.S. Government Economics Hrs U.S. Government Hrs Microeconomics Macroeconomics Comparative U.S. Government & Politics U.S. Government & Politics

## IB RECOMMENDED SEQUENCE- SOCIAL STUDIES/HISTORY

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
World History World History Hrs AP Human Geography	Personal Finance **AP European History	History of the Americas I IB HL *IB Business Management SL *IB Psychology *IB Information Technology in a Global Society SL/HL	History of the Americas II IB HL

*\* Indicates one of the six elective courses students may take as part of the requirement for the IB diploma program.*

*\*\*May substitute for World History, World History Honors, or AP Human Geography.*

## WORLD LANGUAGE

**Note:** In order to satisfy graduation requirements, a student must complete two years of the same foreign language. In certain *extraordinary* circumstances the student may seek approval to have his/her foreign language requirement waived in order for him/her to *expand and enhance* his/her chosen elective focus.

**G24H48 Chinese I Honors (Mandarin)** - 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 may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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 (AAPPL Score of 13) 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 in order 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 may take ACTFL's *Assessment of Performance towards Proficiency in Languages (AAPPL)*. **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)** - Students continue to develop proficiency in all four language skills (listening, speaking, reading and writing). They will significantly expand their vocabulary in the target language while learning to function in real-life situations using more complex sentences and language structures. Students will read material on familiar topics and produce short writing samples, such as essays, journals and summaries. Students will continue to build their cultural competency of the Chinese-speaking world. This interactive course employs a variety of teaching methods and daily participation and study are required. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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)** – Students continue to develop proficiency in all four language skills (listening, speaking, reading and writing). They will significantly expand ability to communicate while learning to function in real-life situations using more complex sentences and language structures. Students will read authentic material on familiar topics and produce short writing samples, such as essays, journals and summaries. Students will continue to build their cultural competency of the

Chinese-speaking world. This interactive course employs a variety of teaching methods, and daily participation and study are required. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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 and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **Grade Level:** 11-12 **Prerequisite:** Chinese III or Chinese IV **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G24H21 French I** - 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 may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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** - By the end of the course students will understand and express herself and participate in simple conversations on a number of 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 may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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 (AAPPL Score of I1) 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 in order 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 may take ACTFL's Assessment of Performance towards Proficiency in Languages (AAPPL). **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 (AAPPL Score of I3) 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 in order 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 may take ACTFL's Assessment of Performance towards Proficiency in Languages (AAPPL). **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** - Students continue to develop proficiency in all four language skills (listening, speaking, reading and writing). They communicate using increasingly complex language structures on a wide variety of topics, moving from concrete to more abstract concepts. At this level, students gain a deeper understanding of the French-speaking world by experiencing authentic materials, such as news broadcasts, magazine articles and websites. Students will be able to identify and summarize significant details of what they read and hear when the topics are familiar. Classroom interactions are conducted in the target language. This interactive course employs a variety of teaching methods and daily participation and study are required. Students will complete an Honors Portfolio each quarter in order to meet TN standards for honors level courses. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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** - Students develop more sophisticated communication skills in all four language skills (listening, speaking, reading and writing). Authentic reading and oral exercises are emphasized at this level. Students communicate using more complex language structures on a wide variety of topics and express abstract ideas with reasonable proficiency. Students are able to create and listen to reports and presentations in the target language. They can describe, summarize and discuss selected themes and topics. Classroom interactions are conducted in the target language. This interactive course employs a variety of teaching methods and daily participation and study are required. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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 and may take ACTFL's *Assessment of*

*Performance toward Proficiency in Languages (AAPPL)*. **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

**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 context as a means 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 and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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

**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 context as a means 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 and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **Grade Level:** 11-12 **Prerequisite:** French IV IB **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G24H29 German I** - 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 may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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** - By the end of the course students will understand and express herself and participate in simple conversations on a number of 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 may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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 (AAPPL Score of I1) 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 in order 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 may take ACTFL's Assessment of Performance towards Proficiency in Languages (AAPPL). **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 (AAPPL Score of I3) 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 in order 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 may take ACTFL's Assessment of Performance towards Proficiency in Languages (AAPPL). **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** - Students continue to develop proficiency in all four language skills (listening, speaking, reading and writing). They communicate using increasingly complex language structures on a wide variety of topics, moving from concrete to more abstract concepts. At this level, students gain a deeper understanding of the German-speaking world by experiencing authentic materials, such as news broadcasts, magazine articles and websites. Students will be able to identify and summarize significant details of what they read and hear when the topics are familiar. Classroom interactions are conducted in the target language. This interactive course employs a variety of teaching methods and daily participation and study are required. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages* (AAPPL). **Grade Level:** 10-12 **Prerequisite:** German II **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** Yes

**G24H32 German IV Honors** - Students develop more sophisticated communication skills in all four language skills (listening, speaking, reading and writing). Authentic reading and oral exercises are emphasized at this level. Students communicate using more complex language structures on a wide variety of topics and express abstract ideas with reasonable proficiency. Students are able to create and listen to reports and presentations in the target language. They can describe, summarize and discuss selected themes and topics. Classroom interactions are conducted in the target language. This interactive course employs a variety of teaching methods and daily participation and study are required. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages* (AAPPL). **Grade Level:** 11-12 **Prerequisite:** German III **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 and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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

**G24H13 Latin I** - Latin I students are introduced to the principles of Latin grammar, basic vocabulary and English derivatives in order 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. **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 in order 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 in order to meet TN standards for honors level courses. Students will participate in regular performance assessments and may take ACTFL's *Latin Interpretive Reading Assessment (ALIRA)*. **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 in order 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. **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 in order 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 may take ACTFL's *Latin Interpretive Reading Assessment (ALIRA)*. **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 may take ACTFL's *Latin Interpretive Reading Assessment (ALIRA)*. **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 and may take ACTFL's *Latin Interpretive Reading Assessment (ALIRA)*. **Grade Level:** 11-12 **Prerequisite:** Latin III **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:**1.0 **NCAA Approved:** Yes

**G24H04 Spanish I** -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 may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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** - By the end of the course students will understand and express herself and participate in simple conversations on a number of 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 may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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 /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 may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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 (AAPPL Score of I1) 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 in order 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 may take ACTFL's Assessment of Performance towards Proficiency in Languages (AAPPL). **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 (AAPPL Score of I3) 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 in order 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 may take ACTFL's Assessment of Performance towards Proficiency in Languages (AAPPL). **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 may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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** - Students continue to develop proficiency in all four language skills (listening, speaking, reading and writing). They communicate using somewhat complex language structures on a variety of topics. At this level, students gain a deeper understanding of the Spanish-speaking world by experiencing authentic materials, such as news broadcasts, magazine articles and websites. Students will be able to identify and summarize some details of what they read and hear when the topics are familiar. This interactive course employs a variety of teaching methods and daily participation and study are required. Students may take ACTFL's Assessment of Performance towards Proficiency in Languages (AAPPL). **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** - Students continue to develop proficiency in all four language skills (listening, speaking, reading and writing). They communicate using increasingly complex language structures on a wide variety of topics, moving from concrete to more abstract concepts. At this level, students gain a deeper understanding of the Spanish-speaking world by experiencing authentic

materials, such as news broadcasts, magazine articles and websites. Students will be able to identify and summarize significant details of what they read and hear when the topics are familiar. Classroom interactions are conducted in the target language. This interactive course employs a variety of teaching methods and daily participation and study are required. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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** - Students develop more sophisticated communication skills in all four language skills (listening, speaking, reading and writing). Authentic reading and oral exercises are emphasized at this level. Students communicate using more complex language structures on a wide variety of topics and express abstract ideas with reasonable proficiency. Students are able to create and listen to reports and presentations in the target language. They can describe, summarize and discuss selected themes and topics. Classroom interactions are conducted in the target language. This interactive course employs a variety of teaching methods and daily participation and study are required. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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 and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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

**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 and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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

**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 context as a means 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 and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **Grade Level:** 11-12 **Prerequisite:** Spanish III Honors **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** 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 context as a means 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 and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **Grade Level:** 11-12 **Prerequisite:** IB Spanish 1 **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** 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 and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**American Sign Language I** -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 will take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **Grade Level:** 10-11 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**American Sign Language II:** 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 will take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*. **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:** To meet the requirements for graduation, a student must complete 1.0 credit in Lifetime Wellness and .5 credits in an elective physical education course. A student may earn no more than a total of 3 P.E./Wellness credits. The .5 Physical Education requirement may be met by substituting a documented and equivalent time of physical activity in marching band, JROTC, cheerleading, dance team, or TSSAA interscholastic athletics.

**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 that require students to dress appropriately in order to perform the activities. Classroom units covering disease prevention, mental health, stress management, nutrition, drug/alcohol/ tobacco prevention, first aid/CPR, and human sexuality 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 non-competitive educational gymnastics, dance, weightlifting, aerobic, 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 non-competitive educational dance, weightlifting, aerobic, 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

**Y08H11 Weights and Kinesiology I** - The course includes intense weight training at a high tempo that will progressively increase in difficulty. Included in this class will be power training exercises, stretching, calisthenics, running for 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 for 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

**Note:** In order 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 the 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

**G05H45 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

**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 technology skills. This course will focus on foundational technical and expressive skills and understandings 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 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 for 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 experiences 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 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

**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, plastercraft, 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, note taking, 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 a 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 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 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

**G05H30 Studio Art 2D Design AP** - The AP Studio Art program is for highly motivated students who are ready for the challenge of college-level work. Drawing, painting, printmaking, mixed media, fabric

design, and photography 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 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

**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 pre-requisite with teacher approval) **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**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

**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 medium 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 **NCAA Approved:** No

**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

**G05X14 Multi-Age Instrumental Music (Band/Orchestra)** - Multi-age instrumental music classes are band, strings and orchestra classes offered in 9<sup>th</sup>-12<sup>th</sup> 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 pre-requisite, 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 9<sup>th</sup>-12<sup>th</sup> grade. Students will study traditional band or orchestra instruments at a high level. They will learn music theory and history as applied to 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. 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 the music student who is 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 student's 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

**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

**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 instrument (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 9<sup>th</sup>-12<sup>th</sup> grade. Students will study proper vocal technique 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 9<sup>th</sup>-12<sup>th</sup> grade. Students will study advanced vocal technique and choral singing. They will learn music theory and history as applied to 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. 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 the 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 Rec Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**Y05H22 Theater Arts Production (Special Course)** - This advanced course involves the 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 a 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:** 1.0 **NCAA Approved:** No

## **JUNIOR RESERVE OFFICERS TRAINING CORP PROGRAM (JROTC)**

**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 student, 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

### CTE COURSE SUBSTITUTIONS Effective 2021-2022 School Year

COURSE NAME	CAREER CLUSTER(S)	GRADUATION REQUIREMENT SATISFIED
Agriscience (C18H19)	Agriculture, Food & Natural Resources	Lab Science <u>and</u> elective focus credit <u>only</u> for students completing a Veterinary and Animal Science or Horticulture Science Program of Studies
Veterinary Science (C18H21)	Agriculture, Food & Natural Resources	Lab Science <u>and</u> elective focus credit <u>only</u> for students completing a Veterinary Animal Science Program of Studies
Digital Arts & Design I (C05H07)	Arts, A/V Technology & Communications	Fine Art <u>and</u> elective focus credit <u>only</u> for students completing a Digital Arts and Design Program of Studies
Entrepreneurship (C12H31)	Marketing	Economics credit for students completing <u>any</u> CTE Program of Studies
Virtual Enterprise International (C12H23)	Business Management & Administration Marketing	Economics <u>and</u> elective focus credit <u>only</u> for students completing a Business Management & Administration, or Marketing Management Program of Studies
Anatomy and Physiology (G03H31/C14H09)	Health Science	Lab Science and elective focus credit <u>only</u> for students completing <u>any</u> Health Science Program of Studies
Marketing and Management I (C12H29)	Marketing	Economics credit for students completing <u>any</u> CTE Program of Studies

Retail Operations (C12H33)	Marketing	Economics credit for students completing <u>any</u> CTE Program of Studies
AP Computer Science (G02H45)	Information Technology	*Math course, AP focus credit and Information Technology focus credit
Honors Human Body Systems (23102)	Health Science	Lab Science and elective focus credit <u>only</u> for students completing the PLTW Biomedical Science Program of Studies
Principles of Engineering (PLTW) (	STEM	Lab science and elective focus credit <u>only</u> for students completing an Engineering <i>Project Lead the Way</i> Program of Studies

\* AP Computer Science may not be counted as both a mathematics and a science credit. In order to substitute the course for a mathematics requirement, the student must have a 21 on the ACT mathematics section and/or a 500 on the SAT mathematics section. The course may count toward the mathematics enrollment requirement.

## 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. In order 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 skill 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 are able to 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 can 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 are able to 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 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 skillsets, 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**

**C18H19 Agriscience** - 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 serves 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 increases. Today's agriculture students are preparing to meet the needs of a 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. 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 focuses 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** - Small Animal Science contains 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** - 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** - 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

**C18H14 Principles of Agribusiness:** Principles of Agribusiness teaches students to apply the economic and business principles involved in the sale and supply of agricultural products to a wide range of careers across the industry and builds foundational knowledge of finance and marketing principles. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Agribusiness program of study. Can count as a substitution for the 4th level Math Class. **Grade Level:** 10-12 **Pre-requisite:** Agriscience **Teacher Recommendation Required:** 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. Agricultural Business and Finance is a dual credit course with statewide articulation. Can substitute as an Economics credit and a personal finance credit. **Grade Level:** 10-12 **Pre-requisite:** 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 courses. 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 finishing, 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 on 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 principle aim of the practicum is to assist students with pre-apprenticeship placements, where available, so they can begin to log hours on a worksite and gain experience prior to entering the job market. Additionally, students are exposed to the great range of postsecondary opportunities in today's construction fields as well, in order to prepare them to make an informed decision regarding their post-high school plans. 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 apply 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 the 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 in order 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

**C17H21 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.**

**C03H14 Introduction to Geographic Systems** - Introduction to Geographic Information Systems is an applied course for students who have already mastered basic computer skills and wish to apply those skills in novel contexts with the use of geographic information systems (GIS) and geospatial technologies. Upon completion of this course, proficient students will develop the ability to reason spatially and analyze relationships among concepts; to capture, store, validate, integrate, analyze, and display data related to locations on the Earth; and to create, query, maintain, and modify geospatial

datasets. They will learn how GIS is used as a decision-making and data management tool to solve problems in various industries and fields. Furthermore, students will use GIS software to create a spatially accurate map with data retrieved from online or locally available resources. **Grade Level: 11-12**  
**Prerequisite: No Teacher Recommendation Needed: Yes Minimum Credit: 1.0 Maximum Credit: 1.0 NCAA Approved: No**

## **ARTS, AUDIO/VISUAL TECHNOLOGY AND COMMUNICATIONS**

**C05H07 Digital Arts and Design I** - Digital Arts and Design I is the introductory course for students interested in the 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 a fine arts credit upon completion of a three-course focus in the Digital Arts and 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**

**C05H08 Digital Arts and Design II** - Digital Arts and Design II is a course that builds on 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**

**C05H09 Digital Arts and Design III - Design & Photo** 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**

**C05H09 Digital Arts and Design III - Animation & Motion Graphics** is another option for the third course in the Digital Arts and Design program of study. Applying design skills developed in prior courses, students will expand their creative and critical thinking skills to create comprehensive animation and motion graphics projects. Upon completion of this course, students will be able to use industry-standard software to create three-dimensional models, animations, and motion graphics. 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 increasing knowledge and skill, students continue working toward developing a professional portfolio.

**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

**23021 Music Industry Audio Production I** – Music Industry Audio Production I is designed to give students the basic knowledge and technical skills needed to prepare them for post-secondary study or entry level employment in the audio industry. Upon completion of this course, proficient students will be to explain and operate basic audio technology including but not limited to microphones, mixers, and a consumer level editing software (i.e.: GarageBand). Students will establish basic skills in operating audio mixers and other production equipment. Standards in this course include an overview of the history and evolution of audio production, career exploration, and legal issues affecting audio production. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**23022 Music Industry Audio Production II** – Music Industry Audio Production II is a continuation of the Level I course. Building on knowledge acquired in Audio Production I, this course advances technical skill in utilizing industry equipment related to recording audio, and it places special emphasis on the completion of a full scale *ProTools* recording project. Upon completion of this course, proficient students will be able to plan, budget, and execute a recording project individually and through collaboration in teams. This course will also include an introduction to audio for post-production, plus ethical and legal issues, technology, and the organization of professional roles in various audio industries. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. **Grade Level:** 11-12 **Prerequisite:** Music Industry Audio Production I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**23023 Music Industry Audio Production III** – Music Industry Audio Production III is designed to give students the advanced knowledge and technical skills needed to prepare them for post-secondary study or entry level employment in the audio industry. Students will develop skills in which to conduct complete recording sessions as well as building skills in mix-down, mastering, and other postproduction techniques. Upon completion of this course, proficient students will have the skills required to set up and operate audio equipment associated with live events such as concerts and understand the basic knowledge needed for installation of audio equipment. **Grade Level:** 11-12 **Prerequisite:** Music Industry Audio Production II **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 2.0 **NCAA Approved:** No

**C11H01 Television and Film Production /AV 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 Television and Film Production/Av 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 opportunity exists 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 Television and Film Production/Av 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 opportunity exists 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

**C05H11 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

## **BUSINESS MANAGEMENT AND ADMINISTRATION**

**C12H27 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 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:** 10-12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C12H19 Computer Applications** - 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

**C12H23 Virtual Enterprise International** - Virtual Enterprises International (VE) is a simulated business environment. The VE students will be involved in actual on-the-job work experiences, including accounting, personnel administration, management, and marketing. The only difference between the VE and an actual business is that no material goods are produced or legal tender exchanged. However, services will be provided. Working teams, students will develop and enhance oral and written communication skills through initiative, responsibility, and creativity. The VE experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. The course will link learning to application and real life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Laboratory facilities and experiences simulate those found in business and industry. **Grade Level:** 11-12 **Prerequisite:** Business Management or Marketing and Management I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 2.0 **NCAA Approved:** No

**C12H35 Business and Enterprise 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 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 study at the postsecondary level. **Grade Level:** 11-12 **Prerequisite:** 2 courses in a Marketing or Business Program of Study **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

## EDUCATION AND TRAINING

**C25H05 Fundamentals of Education** - Fundamentals of Education 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 full sequence of courses. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C25H04 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 an educator. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C25H06 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

**C25H07 Teaching as a Profession III – Teaching as a Profession III (TAP III)** 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 education fields. 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 postsecondary 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

**C23H01 Early Childhood Education Careers I** - This class prepares students for gainful employment and/or entry into post-secondary education. Content provides students 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

**C23H02 Early Childhood Education Careers II** - This course prepares students for gainful employment and/or entry into post-secondary education. Content provides students 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

**C23H03 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 of special needs children. 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

**C12H27 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 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

**C12H28 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 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 rudimentary 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 menu items 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 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 basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry. **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 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 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 attain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full 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 build 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 student 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 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, described how memory stores data, instructions, and information, and discussed 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 for output devices. They will look at various communication methods, such as data transfer over phone lines using modems, or across different types of cabling using 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 development of analytic skills rather than any 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. **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

**G02H44 AP Computer Science Principles** – This course *introduces* students to the central ideas of computer science, inviting students to develop the 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 similar to 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 the course beyond the study of machines and systems, students also have the opportunity to 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

**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 Web site publication. The course content provides students 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 eCommerce.” **Grade Level:** 11-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C10H08 Coding Practicum/Autonomous Vehicles I** - This course will start with an introduction/review of Python and an exploration of “big data” then move quickly toward a focus on autonomous vehicles and

the technology used to create smart cars using an Ubuntu and Robotic Operating System. The curriculum has been provided by the Massachusetts Institute of Technology scanners. **Grade Level:** 9-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 2.0 **NCAA Approved:** No

## LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

**C15H10 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 complimented 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 through 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

**C15H11 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, finger printing 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 will also have the opportunity to 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

**C15H12 Criminal Justice III Investigation** - 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 the criminal investigation. Students will learn of the legal responsibilities and challenges which the forensic investigator may encounter from initial response to the court room. 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 Honors**- The *Pre-Law* program of study 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**

## MARKETING

**C12H29 Marketing and Management Principles I** - Marketing and Management Principles I focuses on the study of marketing concepts and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge. Subject matter includes 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**

**C12H30 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 matter includes 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**

**C12H32 Advertising and Public Relations** - Advertising and Public Relations focuses on the concepts and strategies associated with the dynamic and changing means of communication in order to promote products, services, ideas and/or images. This course encourages students to examine this field from the viewpoints of the creative staff, businessperson and consumer. **Grade Level: 10-12 Prerequisite: Marketing and Management I Teacher Recommendation Needed: No Minimum Credit: 0.5 Maximum Credit: 1.0 NCAA Approved: No**

**C12H31 Entrepreneurship** - The course will include enhanced marketing information as it relates to entrepreneurial activities. Subject matter will include introductory entrepreneurial concepts, business plan development, management responsibilities, and legal and ethical issues of business ownership. Students in this class manage and operate the school store as an integral portion of their grade for the course. *Co-op is an option for seniors with required summer workshop. Entrepreneurship students may join DECA.* **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**

**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**

**C12H33 Retail Operations** - This course will include the various components of the 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 the 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 have the opportunity to working 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

**C12H23 Virtual Enterprise International** - Virtual Enterprise International is a simulated business that is set up and run by Business Academy students to prepare them for working in a real business environment. With the guidance of a teacher and real-world business partners, the students determine the nature of their business, its products and services, its management and structure, and engage in the daily operations of running a business. Students will join one of the “company’s” 5 basic departments, which include Marketing, Sales & Purchasing, Administration, Human Resources, and Accounting, based on resumes and actual interviews. Self-discipline and a true interest in entrepreneurship are required of VEI students. **Grade Level:** 11-12 **Prerequisite:** Business Management or Marketing and Management Principles I **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 2.0 **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 study 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

## MEDICAL 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 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 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

**C14H18 Cardiovascular Services** - An applied course in the Diagnostic Services program of study intended to prepare students with an understanding of the roles and responsibilities of those seeking employment in the cardiovascular field of healthcare. Upon completion of this course, proficient students will have a thorough understanding of the anatomy and physiology of the heart and be knowledgeable about both invasive and non-invasive cardiovascular procedures. Students will incorporate communication, goal setting, and information collection skills to be successful in the workplace. Students who complete a Clinical Internship in addition to this course will be eligible upon graduation to sit for Certified EKG Technician (CET). **Grade Level:** 10-12 **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 the completion of the course, 100 hours 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 compilation of a portfolio for deeper investigation and reflection. Nursing is a competitive senior level class limited to 15 students. Criteria used to select students are based on: 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 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

**C14H13 Emergency Medical Services Honors** - Emergency Medical Services provides students with knowledge and skills for emergency medical field responsibilities to include CPR, first aid and the use of emergency equipment. Upon completion of this course, a student may enroll in a clinical internship, which can articulate to post-secondary education or an entry-level position in the emergency room. *Students will have the option to receive First Responder Certification. Completion of the course includes a certification test that is required by the State of Tennessee. Students must be 17 to sit for this exam.* **Grade Level:** 11-12 **Prerequisite:** Health Science Education and Medical Therapeutics **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **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

**Y26H61 Honors Principles of Biomedical Science** - In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**Y26H62 Honors Human Body Systems** - Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal *Maniken*®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. Lab science and elective focus credit only for students completing a biomedical (PLTW) program of study. **Grade Level:** 10-11 **Prerequisite:** Honors Principles of Biomedical Science **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**TBD SPC Honors Medical Interventions** - Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. **Grade Level:** 11-12 **Prerequisite:** Honors Human Body Systems **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**TBD Honors Biomedical Innovations** - In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work

on an independent design project with a mentor or advisor from a university, medical facility, or research institution. **Grade Level:** 12 **Prerequisite:** Honors Biomedical Innovations **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 have the opportunity to 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)**

**C03H03 Foundations of Technology (EBD)** - Foundations of Technology prepares students to understand and apply technological concepts and processes. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions. Lab activities involve student application of science, math, and other school subjects in authentic situations. This course will help students understand the design world, engineering designs, attributes of design and the core concepts of technology. Hands-on activities include: Drafting, CAD, CO2 dragster, structural bridge, roller coaster and rocket or airplane. **Grade Level:** 9-12 **Prerequisite:** None **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 are able to identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C03H02 Technology Design (EBD)** - This course will actively engage students in making, developing, using and managing technology systems. Students will better understand the role of systems in meeting specific needs and will understand their operation. They will research; design & problem solve solutions to technological development. Hands-on projects include: Scale model buildings, Magnetic levitation device and an electric/solar/alternative green energy project. **Grade Level:** 10-12 **Prerequisite:** Foundations of Technology **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C03H05 Advance Design Applications (EBD)** - This course consists of 4 units of study: Manufacturing, Energy and Power, Construction, and Transportation Technologies. Design and drafting are built into each unit. The structure of the course challenges students to use design processes so that they can think, plan, design and create solutions to engineering and technological problems. Hands-on activities/projects will reinforce engineering concepts in each of the 4 units. **Grade Level:** 11-12 **Prerequisite:** Foundations of Technology **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C03H06 Engineering Design (EBD)** - Engineering Design is a capstone course in which students will study engineering concepts, develop a prototype in teams and defend their design. This course will maintain a focus on how engineers apply their creativity, resourcefulness, math, science and technical knowledge in the building of a product. Hands-on projects include: Functional Cardboard Furniture, Homeless Shelter using geodesic dome design. Design projects include: mousetrap car and geodesic dome. **Grade Level:** 12 **Prerequisite:** Foundations of Technology, Technological Design and Advance Design Applications **Teacher Recommendation Needed:** No **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C03H09 Introduction to Engineering Design (PLTW) Honors** - Students use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve problems in and out of the classroom. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. Students may receive college credit and/or advanced standing for successful completion of this course and a cumulative exam. **Grade Level:** 9-10 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C03H07 Principles of Engineering Honors (PLTW)** - This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. **Grade Level:** 10-11 **Prerequisite:** Introduction to Engineering Design **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C03H10 Civil Engineer and Architecture Honors (PLTW)** - Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. **Grade Level:** 11-12 **Prerequisite:** Introduction to Engineering Design and Principles of Engineering **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C03H08 Digital Electronics Honors (PLTW)** - Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. **Grade Level:** 10-11 **Prerequisite:** Introduction of Engineering Design and Principles of Engineering **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C03H13 Engineering Design and Development (PLTW) Honors** - In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel. **Grade Level:** 12 **Prerequisite:** Introduction of Engineering Design and Principles of Engineering **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C03H06 Engineering through Service Learning/Engineering Design Honors** - In this course, engineering scope, content and professional practices are presented through practical application. Students in engineering teams apply technology, science, and mathematics concepts and skills to solve

engineering design problems and project-based learning. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. This course will maintain a focus on how engineers apply their creativity, resourcefulness, mathematical, scientific, and technical knowledge and skills in the creation or refinement of technological products/systems. A key approach will be the employment of a sophisticated, sequential, and iterative design and development process to solve authentic engineering tasks/problems using Project-based Learning. Students will be challenged to participate as members of engineering teams within a typical business organization. Independent and group work will be reflective of authentic engineering projects found in the design world. Student performance within this structure will be assessed in numerous and diverse ways. It is important to note that measurement of student performance will be reflective of actual professional engineering evaluative processes currently used in this career field. Both independent and collaborative work will be carefully analyzed as students perform within an authentic engineering enterprise environment. The following major topics or chapters will be included to organize instruction of appropriate standards and benchmarks and reflect contemporary engineering industry practices. Principles of Design, Engineering Resources, Engineering Design Process, Project Management This course is an extremely rigorous capstone course that will include mostly high school junior and seniors who do intend to continue their education in Sciences, technology, engineering, or mathematics (STEM) at the post-secondary level, especially a four-five year baccalaureate degree. **Grade Level:**11-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1.0 **Maximum Credit:** 1.0 **NCAA Approved:** No

**C03H18 Honors STEM Research** – Honors STEM Research 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 a 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 are able to describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Tennessee. They will also be able to identify simple and complex machines; calculate various ratios related to mechanisms; explain fundamental concepts related to energy; understand Ohm's Law; follow the steps in the engineering design process to complete a team project; and effectively communicate design solutions to others. **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 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 are able to 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 of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair. Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum. **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. 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 refinish 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 refinish 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 of study. 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

**C20H17 Work-Based Learning: Career Practicum - Work-Based Learning:** Career Practicum is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. **Grade Level:** 12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit:** 2.0 **NCAA Approved:** No

**C15H13 Success Skills Through Service Learning (NCTE) -** The curriculum emphasizes volunteerism, leadership, involvement, community needs, and environmental concerns. The students will interact with community leaders, research social issues, and reflect on their work in the community. Students must submit an application to be accepted into the program that shows good attendance, good behavior, and a desire to serve their community. The class will meet one day per week and students will be allowed release time to complete the community service 4 days of the week. This is a pass/fail course. *A time sheet will be required.* **Grade Level:** 12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 0.5 **Maximum Credit:** 1.0 **NCAA Approved:** No

**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. 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.*

**C12H31 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. The year culminates with students pitching to investors for funding to bring their business into Year Two. 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:** 10-12 **Prerequisite:** None **Teacher Recommendation Needed:** Yes **Minimum Credit:** 1 **Maximum Credit:** 1 **NCAA Approved:** No

**C12H31 Entrepreneurship and Innovation 2:** As a second-year course, EI 2 provides student teams the opportunity to take their EI 1 business from a startup to a sustainable, functioning venture. With the support of expert volunteer mentors and the monetary funding received at the end of the prior year, 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 year two and beyond. This course further develops student entrepreneurial skills as well, including teaming, employee development, networking and connections, and accountability considerations for sustained business growth, all in an accelerator-type environment. As with EI 1, this course is structured with student teams operating small businesses and non-profits. **Grade Level:** 11-12 **Prerequisite:** None **Teacher Recommendation:** Yes **Minimum Credit:** 1 **Maximum Credit:** 1 **NCAA Approved:** No

**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 the 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:** None **Teacher Recommendation:** Yes **Minimum Credit:** 1 **Maximum Credit:** 1 **NCAA Approved:** No

## GENERAL CTE

**C25H09 Jobs for Tennessee Graduates** - This course is for seniors who are interested in exploring career options and further educational opportunities and are committed to completing high school. The ultimate 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:** 12 **Prerequisite:** None **Teacher Recommendation Needed:** No **Minimum Credit:** 0.5 **Maximum Credit:** 1.0 **NCAA Approved:** No