



# Registration Book

2021-2022

# Station Camp High School

## School Administration

Main office phone - 451-6551

School fax - 451-6556

[sch.sumnerschools.org](http://sch.sumnerschools.org)

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### Principal Art Crook

Assistant Principal	Aaron Milliken	Students' Last Name A-D
Assistant Principal	Patrick Duffer	Students' Last Name E-K
Assistant Principal	Josh Ray	Students' Last Name L-R
Assistant Principal	Mike Hayes	Students' Last Name S-Z

## Counselors

Guidance office phone - 451-6553

Guidance fax - 206-6858

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Melissa Beckner	Students' Last Name A-D
John Tongate	Students' Last Name E-K
Jennifer Hanna	Students' Last Name L-R
Mary Faires	Students' Last Name S-Z

**Students and Parents: Please take time to review the material in this booklet. Several changes have taken place over the past years. If you have questions about this material, please do not hesitate to contact your counselor or any of the administrators listed above.**

# General Information

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## **CLASSIFICATION OF STUDENTS:**

Students will be classified by both tenure in the school program and by credits earned. The policy on Senior Warning Procedures is applicable to all students who anticipate graduating within the academic year. Classification is done at the beginning of each term.

- Freshmen: A student who has satisfactorily completed the **eighth grade**.
- Sophomore: A student who is in the second year of high school and has satisfactorily completed **6** credits.
- Junior: A student who is in the third year of high school and has satisfactorily completed **12** credits.
- Senior: A student who is in the fourth year of high school and has satisfactorily completed **18** credits.

Station Camp High School will offer four levels of courses:

- Advanced Placement: Courses designed to prepare a student to earn college credit through the successful completion of the Advanced Placement Test in that area.
- Honors: Courses offered at a college preparatory level for the student who has demonstrated a desire to work beyond the standard pace and skill level.
- Standard: Courses offered at a regular pace and skill level.
- Resource: Courses open only to students who have been placed by an IEP-Team.

## **MINIMUM ACADEMIC LOAD:**

All students in grades nine through twelve will be required to register for four classes for each of eight terms. A senior in his/her fifth year of high school who is at least eighteen (18) years of age or older will be required to take only those courses needed for graduation.

Repeating a Course For courses with a maximum of 1 credit, students may only repeat a course if the student did not receive a passing grade on the original attempt. Courses with a credit maximum of more than 1, such as some CTE courses, may be repeated. (Refer to the Course Credit Minimum and Maximum Section of this document for specific details on which courses may be repeated).

## **GRADE REPORTING:**

Grades will be reported officially to parents and students after each nine weeks of instruction. The nine-week grading period will stand alone, and each marking period will be averaged as 40% of the final grade. Progress reports will be issued at the mid-point of each nine-week grading period. A formal schedule of examinations will be established. The weight of the EOC examination on the student's final average shall be (15%) in the 2018-2019 school year and thereafter. Final exams will count 20% of the total grade. A final exam exemption policy will be determined by each school. Grade reporting for State of Tennessee state-mandated content tests will be in compliance with Sumner County Board of Education policy IHAA. For honors classes, three points shall be added to the final numerical grade of the coursework grade. For Advanced Placement classes, five points shall be added to the final numerical grade of the coursework grade. These additional rigor points are not added to end-of-course assessments. The final grade for all courses attempted will be posted on the student's official transcript.

## **NCAA CLEARINGHOUSE CERTIFICATION**

1. Graduate from high school

You should apply for NCAA National Clearinghouse certification before graduation. See your counselor for clearinghouse information.

2. Complete the core courses listed below (on a 4.00 scale) in a core curriculum successfully completed during grades 9 through 12. Only courses that satisfy the NCAA definition of a core course are acceptable. The core courses must include at least:

Enroll year	(2008 and Later)	(2005 and Later)	Division I	Division II
English Core			4 years	3 years
Math Core (Algebra 1 or higher)			3 years	2 years
Science Core (at least one lab course)			2 years	2 years

Social Science Core	2 years	2 years
From English, Math, or Science	1 year	3 years
Additional Core (English, Math, Science, Social Science, Foreign Language, Computer Science, Philosophy, Nondoctrinal Religion)	4 years	4 years
<b>TOTAL CORE UNITS REQUIRED</b>	<b>16</b>	<b>16</b>

3. Earn a minimum required grade point average or better in your core courses; and
4. Meet ACT/SAT score requirements as outlined at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) or [www.ncaa.org](http://www.ncaa.org).
5. Complete a NCAA Clearinghouse Student Release Form available at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

## **TSSAA ATHLETIC ELIGIBILITY REQUIREMENTS**

All student athletes shall have made a passing grade the preceding year in at least six (6) subjects and currently be enrolled in at least six (6) subjects for credit to participate in athletics. Athletes are eligible for the entire year once they have been declared academically eligible. Winter athletes (basketball) may become eligible for the 2<sup>nd</sup> term if they pass at least three (3) courses for credit during the 1st term.

## **Enhanced Option School Programs**

### **E. B. Wilson Virtual High School**

E. B. Wilson Virtual High School is a school for students to attend a full-time high school in a non-traditional, virtual setting. Students seeking admission must complete an application for admission and an interview. Enrollment of students at E B Wilson occur prior to the beginning of fall and spring semester. For more information, visit [ebw.sumnerschools.org](http://ebw.sumnerschools.org)

### **Middle Technical College High School**

Middle Technical College High School (MTCHS) is a partnership between Sumner County Schools and Tennessee College of Applied Technology (TCAT). The campus is located in Portland adjacent to Portland East Middle School. Open to rising juniors and seniors in Sumner County, the school currently offers seven programs of study including Administrative Office Technology, Advanced Manufacturing Technology, Building Construction Technology, Computer Information Technology, Cosmetology, Machine Tool Technology, and Welding Technology. Students successfully completing the program at MTCHS will have the opportunity to graduate with both a high school diploma and a TCAT certificate. For more information, visit [www.mtc.sumnerschools.org](http://www.mtc.sumnerschools.org).

### **R.T. Fisher Alternative High School**

R. T. Fisher Alternative High School is available for students who need additional social or emotional supports and/or placed by a disciplinary committee established by the Board of Education.

### **Sumner County Middle College at Vol State**

Sumner County Middle College High School at Volunteer State Community College (VSCC) is a stand-alone high school that allows students to earn high school and college credits simultaneously. All classes are taken on the VSCC campus and count toward an Associate Degree. Students who enter the program as juniors have the opportunity to finish an Associate Degree by the time they graduate from high school. Students who enter the program as seniors can earn 24 – 27 college credits before graduation. Applicants must take the ACT and earn a composite score of at least 19, sub-scores in math and reading of at least 19, and a sub-score of at least 18 in English. Additionally, applicants must have a minimum of 10 high school credits. For more information, visit [www.scmc.sumnerschools.org](http://www.scmc.sumnerschools.org) [23]

### **Sumner Virtual Academy**

Sumner County Schools provides an alternate method of instructional delivery to families who have selected the need for 100% online learning for their children, when deemed necessary by SCS. For more information visit <https://virtual.sumnerschools.org>.

### **Credit Recovery: (\$50 fee required per course, not to exceed \$100 per school year)**

Credit Recovery is a course specific, skill-based extended learning opportunity for students who have previously been unsuccessful in the regular classroom in mastering content or skills required to receive course credit. The Credit recovery lab will be open before and/or after normal school hours and at other designated times. The student must complete all course tests while in the supervised computer lab. To be eligible for the Credit Recovery program, a student must have earned a grade of 50-69 in the original course. To recover the credit, a student must demonstrate a mastery in the Credit Recovery course curriculum which is aligned with Tennessee Curriculum Standards approved by the State Board of Education. The student will a standard level credit for the course if the course is passed and a grade of a 70%. The Credit Recovery grade will be recorded on the student's transcript as a separate grade will be calculated into the student's GPA. It does not replace the "F" in the original course, but it no longer counts in the GPA. **The NCAA Clearinghouse will not accept a Credit Recovery course for credit to satisfy college athletic eligibility requirements. (Paperwork can be found in guidance office)**

**PRIVATE SCHOOL STATEMENT:**

Pupils transferring from schools which are not approved by the State Board of Education shall be allowed credit only when they have passed a course-specific comprehensive written examination or a state-recognized standardized test. These examinations and tests are to be administered and graded by the principal or designee. Sumner County Schools will honor the letter grades reflected on the transcript of the transferring student from schools in Categories 1, 2, 3, and 1-SP from the Tennessee Department of Education’s list of approved schools. For a complete list of these schools, please visit [http://www.tennessee.gov/education/schools/non\\_public\\_schools.shtml](http://www.tennessee.gov/education/schools/non_public_schools.shtml)

**HOME SCHOOL STATEMENT:**

A home school student requesting enrollment in a Sumner County high school will be required to meet all enrollment criteria as set forth by the Sumner County Board of Education, including state-required vaccination records (TCA 49-6-3050). Home school students requesting enrollment in the 9<sup>th</sup> grade will be placed in classes based on passing a grade-specific comprehensive written examination(s) administered and graded by the student’s zoned middle school. Home school students requesting enrollment in the 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grades will receive credits and be placed in classes based on passing a course-specific comprehensive written examination(s) administered and graded under the supervision of the principal or his/her designee of the high school at which the student is seeking enrollment.

**SUMMER SCHOOL STATEMENT:**

Credit for summer school will only be accepted from schools approved by state boards of education. None of the subjects required for graduation shall be taken for the first time during a summer school session in any school system without the permission of the principal of the school where the student is enrolled full-time.

**SCHEDULE CHANGES:**

The Board of Education procedure for schedule changes is as follows:

- (1) Students register in the spring for the next academic year’s courses.
- (2) Prior to the beginning of the term, students will have an opportunity to make a schedule adjustment request. Student initiated schedule changes may be requested during the first two days of the term and are subject to approval by the school administration.
- (3) Students enrolled in courses with End of Course examinations may not withdraw from such a course for the remainder of the course after being enrolled in the course for at least twenty-five percent (25%) of the instructional days in a course.
- (4) Other schedule changes may be made during the term if extenuating circumstances exist and the school administration approves the changes.

# Graduation Information

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## **GRADUATION CEREMONY:**

No student will be permitted to participate in graduation ceremonies in Sumner County until all requirements for graduation have been satisfactorily completed.

## **Graduation Requirements/Diplomas:**

As established by the Tennessee State Board of Education and the Sumner County Board of Education and with regard to graduation requirements, a diploma will be awarded as described below:

### **Types of Diplomas**

#### **A. High School Diploma**

The graduation requirements and additional courses required for postsecondary/workforce training readiness will be tied to the vision of the high school graduate and to the Tennessee Academic Standards. To earn a regular high school diploma, students must (1) earn the prescribed credit minimum, (2) complete the ACT or SAT if enrolled in a Tennessee public school during their eleventh (11th) grade year, (3) meet the civics requirements, and (4) have a satisfactory record of attendance and discipline. Schools will minimize tracking of students by ability, eliminate central classes taught below the college preparation level, and provide all students a challenging course of study. Students with disabilities will be included in regular classes to the maximum extent possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed credit minimum.

#### **B. Special Education Diploma**

A special education diploma may be awarded at the end of their fourth (4th) year of high school to students with disabilities who have (1) not met the requirements for a regular high school diploma, (2) received special education services or supports and made satisfactory progress on an individualized education program (IEP), and (3) have satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

#### **C. Occupational Diploma**

An occupational diploma may be awarded to students with disabilities at the end of their fourth year of high school who have (1) not met the requirements for a regular high school diploma, (2) received special education services or supports and made satisfactory progress on an IEP, (3) have satisfactory records of attendance and conduct, (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education, and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

#### **D. Alternate Academic Diploma**

Beginning with students entering the ninth (9th) grade in 2018, an alternate academic diploma may be awarded to students with the most significant cognitive disabilities at the end of their fourth (4th) year of high school who have (1) participated in the high school alternate assessments, (2) earned the prescribed twenty-two (22) credit minimum, (3) received special education services or supports and made satisfactory progress on an IEP, (4) have satisfactory records of attendance and conduct, and (5) have completed a transition assessment(s) that measures, at a minimum, postsecondary education and training, employment, independent living, and community involvement. The required credits may be earned either through the state-approved standards or through alternate academic diploma course requirements defined by the Department of Education. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until the student receives a regular high school diploma or through the school year in which the student turns twenty-two (22).

## Graduation Requirements

The following 26 units shall be required for graduation, unless the student qualifies for graduation under the “Move on When Ready” law.

<u>Ready Core Curriculum Units</u>	
English Language Arts.....	4
Mathematics*.....	4
Science**.....	3
Social Studies***.....	3
Wellness.....	1
Physical Education.....	0.5
Personal Finance.....	0.5
Foreign Language****.....	2
Fine Arts****.....	1
Electives Focus*****.....	3
[Additional Sumner County electives] .....	<u>4</u>
Total.....	26

\*Students must complete four (4) credits of mathematics including Algebra I, Geometry, and Algebra II (or equivalents) plus one additional mathematics course beyond Algebra II. All students must be enrolled in a math class each year. Students with qualifying disabilities as documented in the Individual Education Program (IEP) may take Algebra IA, Algebra IB, Geometry A, and Geometry B for their math classes over four years.

The Bridge Math course is recommended for students who have not scored 19 or higher on the ACT mathematics subtest or a 460 on the SAT mathematics subtest by the beginning of the senior year. Other factors like career interest, study habits, etc. can be used to determine twelfth (12<sup>th</sup>) grade placement.

Credits received for non-credit recovery mathematics courses taken during the summer may count towards the required mathematics course during the subsequent school year. Any applicable End-of-Course exam must be taken during the fall semester immediately following the summer course. Credit may not be given in a summer course with an associated End-of-Course exam until the student takes the exam.

Students with a qualifying disability who have deficits in mathematics as document tin the IEP shall be required to achieve at least Algebra I and Geometry (or the equivalent Integrated Math I and Integrated Math II). The required number of credits in mathematics will be achieved through strategies such as, but not limited to, increase time, appropriate methodologies, and accommodations as determined by the IEP team.

\*\*Students must complete Biology I and either Chemistry or Physics and a 3<sup>rd</sup> laboratory science.

Students with qualifying disabilities as documented in the Individualize Education Program shall be required to achieve at least Biology I and two other lab science credits or Biology IA and Biology IB along with one additional lab credit. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP tea.

\*\*\* Students must complete United States History & Geography, World History & Geography, Economics, US Government & civics

\*\*\*\*Students must complete two (2) credits of Foreign Language and one (1) credit of Fine Arts. In exceptional circumstances, to allow students to expand and enhance the elective focus, schools may waive the foreign language and/or fine art requirements for students who are not planning to attend a university. (EXHIBIT G)

\*\*\*\*\* Students must complete three (3) credits in an elective focus. All students will pursue a focused program of study designed to prepare them for the workforce and postsecondary study. The intent of the elective focus is to provide students with an opportunity to explore a particular academic area in greater depth. The elective focus may be CTE, science and math, humanities, fine arts, AP/IB, or other areas approved by the local board of education. Students completing a CTE elective focus must complete three (3) credits in the same CTE career cluster or state-approved program of study. Schools should make every effort to ensure that all students complete a state or locally approved elective focus, however schools may waive the elective focus requirement for those students who transfer during the elective focus would prevent or delay graduation. Students who begin an elective focus in a TN high school and transfer during the junior or senior year to another TN high school may, with the permission of the Director of Schools, have the elective focus requirement waived if the receiving school does not offer the same elective focus area and is unable to offer related coursework to complete a state or locally approved focus area, or if the completion of the elective focus would prevent or delay graduation.

+ Allowable course substitutions may be found in the course credit minimum and maximum in this document.

++ Students participating in special programs schools (EB Wilson, SC Middle College, SC Middle Technical College) may be exempt from the additional Sumner County electives due to the nature of these programs.

**“MOVE ON WHEN READY”**

A public school student may complete an early high school graduation program and be eligible for

(a) unconditional entry into a public two-year institution of higher education or conditional entry into a public four-year institution of higher education, if the student meets the requirements of this section.

(b) Each student desiring to complete an early graduation program shall indicate to the high school principal the student's intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known. The intent shall be indicated on a form provided by the department of education and signed by the parent. [9]

(c) For early graduation and unconditional entry into a public two-year institution or conditional entry into a public four-year institution, a student shall:

(1) Achieve a benchmark score as determined by the state board of education for each subject area in which end-of-course examinations are administered.

(2) Successfully complete eighteen (18) credits to include:

(A) English I, II, III, and IV;

(B) Algebra I and II; (C) Geometry;

(D) United States history;

(E) Two (2) courses in the same foreign language;

(F) One (1) course selected from the following:

(i) Economics;

(ii) Government;

(iii) World civilization; or

(iv) World geography;

(G) One (1) course selected from the following:

(i) History and appreciation of visual and performing arts; or

(ii) A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts;

(H) Health;

(I) Physical Education;

(J) Biology;

(K) Chemistry;

(3) Have a cumulative grade point average of at least 3.2 on a 4-point scale;

(4) Score on either the ACT or the SAT at or above benchmarks set by the Tennessee higher education commission for mathematics and English;

(5) Obtain a qualifying benchmark score as determined by the state board of education on a world language proficiency assessment approved by the board; and

(6) Complete at least two (2) courses from the following types of courses:

(A) AP;

(B) IB;

(C) Dual enrollment; or

(D) Dual credit

(7) The courses specified in subsection (c) may be dual enrollment or dual credit courses, AP or IB courses, or standard courses for which high school credit is granted. Selected courses, as determined by the state board of education, may be completed at the middle school level.

(8) A student in the early graduation program may take two (2) high school English courses in an academic year.

(9) A student who completes the early graduation program under this section qualifies for unconditional admittance to all public two-year institutions of higher education. A public four-year institution may accept a student who completes the early graduation program.

(10) A student pursuing early graduation under this section is exempt from additional graduation requirements established by the state board of education. A student who completes the early graduation program shall be awarded a high school diploma. [10]

(11) Under subsection (c), the state board of education and the Tennessee higher education commission shall set the required benchmarks at scores that demonstrate exemplary high school performance and are indicative of an ability to perform college-level work.



## **SUMNER COUNTY ACADEMIC RECOGNITION/GPA**

<b>1. Tiers of Recognition</b>	<b>Cumulative GPA</b>	<b>Honors and AP Credits</b>
<b>With Highest Recognition</b>	<b>3.90</b>	<b>18</b>
<b>With High Recognition</b>	<b>3.70</b>	<b>16</b>
<b>With Notable Recognition</b>	<b>3.50</b>	<b>14</b>
<b>With Recognition</b>	<b>3.50</b>	<b>Fewer than 14</b>

With the exception of transfer students (see item number 4 below), this academic recognition plan includes all credits attempted by students for all terms of their high school career. The GPA is based on a four-point scale with internal weighting only (three points on the final numerical grade for an honors course and five points on the final numerical grade for an Advanced Placement course).

1. Rank by number will be assigned only to valedictorian and salutatorian. If there is a GPA tie, the valedictorian will be identified as the student having the highest GPA coupled with the largest number of credits at the honors and AP levels. For purposes of ranking valedictorian and salutatorian, only classes in a student's 4 period schedule will count in the number of honors and AP credits. Hence any virtual class taken in addition to a student's normal school schedule (4 classes per semester) will not be counted in the number of honors and AP credits.
2. If the GPA and the number of credits are tied, the individuals at this level will share rank. If no students qualify for valedictorian or salutatorian at the highest recognition tier, then each successive tier will be reviewed for students with the highest GPA and, in case of a tie, with the highest number of honors and AP credits within that tier. Students other than valedictorian and salutatorian will be recognized only by the tier in which they fall not by a specific number.
3. Credits earned prior to entering the ninth grade will not be included in the computation of grade point average and academic recognition.
4. No transfer course will be awarded honors or AP credit unless so designated on the transcript. Honors and Advanced Placement transfer credit will be accepted only from schools accredited by the Tennessee Department of Education or those accredited by agencies approved by the Tennessee Department of Education.
5. Sumner County Schools will honor the letter grades reflected on the transcript of the transferring student from the Tennessee Department of Education's list of approved schools at <http://tn.gov/education/topic/non-public-schools>.
6. To be named valedictorian or salutatorian, a student must be enrolled in the high school the last five of the eight terms in school. It is possible, however, for a transfer student with fewer than the last five of the eight terms to share the position of valedictorian or salutatorian.

### **Graduation with State Honors and State Distinction [R & R 0520-1-3.06]**

1. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with "state honors."
2. Students will be recognized as graduating with "state distinction" by attaining a "B" average and completing at least one of the following:
  - a. Earn a nationally and/or state recognized industry certification.
  - b. Participate in at least one of the Governor's Schools.
  - c. Participate in one of the state's All State musical organizations.
  - d. Be selected as a National Merit Finalist or Semi-Finalist.
  - e. Attain a score of 31 or higher composite score on the ACT or SAT equivalent.
  - f. Attain a score of 3 or higher on at least two advanced placement exams.
  - g. Successfully complete the International Baccalaureate Diploma Program.
  - h. Earn 12 or more semester hours of transcribed postsecondary credit.
3. Students that 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 at their graduation ceremony.
4. Each school is authorized under Sumner County Board of Education approval of this guide to prescribe a manner in which "state honors", "state distinction", and/or #3 above will be noted and recognized at graduation.

## NATIONAL TESTS

- **CEEB (College Entrance Examination Board) Number 430-746.** The following is a brief description of the major types of national tests that are offered in preparation for applying to colleges. Application packets are available in the Counseling Center. For more information go to ([www.collegeboard.org](http://www.collegeboard.org) or [www.ACT.org](http://www.ACT.org)).
- **ACT (American College Testing Program):** Four 35-50-minute tests are given in academic areas of English usage, Mathematics usage, Social Science Reasoning, and Natural Science Reasoning. ACT reports scores with 4 separate scores and an average (composite) score. ACT is traditionally taken by juniors and seniors.
- **PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Qualifying Test):** Given in October to sophomores and juniors who sign up, the PSAT is the basis for merit scholarships for juniors.
- **SAT I (Scholastic Assessment Test):** Many competitive colleges and universities require the SAT for admission. It is a three-hour test in two sections measuring verbal and mathematical reasoning ability.
- **AP (Advanced Placement Tests):** AP tests are given in May. The tests are usually three hours in length and are based on college level courses taken in high school. Usually, a score of 3 or better earns college credit in that subject. College and/or AP credit are awarded by the college or university, not the AP Program. The best source of information about a college's policy is its catalog on their web site.

## The University of Tennessee and Tennessee Board of Regents University Admissions Requirements

These can be found at [www.tbr.edu](http://www.tbr.edu) and [www.bot.tennessee.edu](http://www.bot.tennessee.edu)

# DEPARTMENTS

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## LANGUAGE ARTS DEPARTMENT

Summer reading assignments can be downloaded and typed from the school website at <http://sch.summerschools.org>. There will be a test on summer reading. **(Required Reading list will be given at Registration)**

### English I

Honors Credit: 1 Grade 9<sup>th</sup>

Prerequisite (Teacher Recommendation)

This course is an introduction to the various types of literature. There will be great emphasis placed on grammar, vocabulary, and the writing process. Students will be expected to read novels outside of class in addition to the classroom assignments. Summer reading assignment (**The Other Wes Moore: One Name, Two Fates by Wes Moore**).

Standard Credit: 1 Grade 9<sup>th</sup>

Resource Credit: 1 Grade 9<sup>th</sup>

Prerequisite (IEP-Team Decision)

This course is an introduction to the various types of literature. There will be great emphasis placed on grammar, vocabulary, and the writing process. Students will read up to four major works during the school year.

### Speech & Debate

Standard Credit: 1 Grade 9<sup>th</sup> – 12<sup>th</sup>

Prerequisite (Freshmen must be in Honors English or History)

This class focuses on verbal and nonverbal communication, listening, interpersonal and group communication, public speaking, debate, and persuasive speaking. This class is designed to improve skills necessary for future success in English classes, college, prepares them for competition in forensics tournaments and the workplace. (Elective credit and will NOT satisfy the English requirement for graduation.)

## MATHEMATICS DEPARTMENT

### Algebra A & B

Standard or Resource

Prerequisite (Teacher Recommendation) Credits: 2 Grade 9<sup>th</sup> – 10<sup>th</sup>

This course divides the topics of algebra into two semesters to better insure mastery. Moving at a slower pace than the traditional Algebra I course; A & B will help students master the basics and prepare for Geometry and Algebra II. A TI-84 Plus graphing calculator or higher is strongly recommended.

### Algebra I

Honors (Fall only) Credit: 1 Grade 9<sup>th</sup>

Prerequisite (Teacher Recommendation & A or B in 8<sup>th</sup> Grade Math)

This course is a more in-depth study of topics covered in algebra including operations on polynomials and radicals, solving equations, inequalities and systems of equations, graphing in a coordinate plane, and statistics. A TI-84 Plus graphing calculator or higher is strongly recommended.

Standard Credit: 1 Grade 9<sup>th</sup>

This course will cover topics in algebra including operations on polynomials and radicals, solving equations, inequalities and systems of equations, graphing in a coordinate plane, and statistics. A TI-84 Plus graphing calculator or higher is strongly recommended.

### Geometry

Honors Credit: 1 Grade 9<sup>th</sup> - 10<sup>th</sup>

Prerequisite (B or better in Algebra I Honors)

This course is an in-depth study of Euclidean geometry topics including geometric patterns, congruency, similarity, geometric solids, constructions, proofs, as well as topics in coordinate and transformational geometry, and trigonometry. A TI-84 Plus graphing calculator or higher is strongly recommended.

## **SOCIAL STUDIES DEPARTMENT**

### **World History**

Honors Credit: 1 Grade 9<sup>th</sup> -12<sup>th</sup>  
Prerequisite (Teacher Recommendation)

Standard Credit: 1 Grade 9<sup>th</sup> -12<sup>th</sup>  
This is a survey course in which students study the history of humankind with a more concentrated focus from the Enlightenment to present day. The course examines various events, people, concepts, and themes that impacted the development of civilizations and nations. Students will utilize different methods that historians use to interpret the past, including points of view and historical context.

### **AP Human Geography**

Advanced Placement Credit: 1 Grade 9<sup>th</sup> 10<sup>th</sup> & 12<sup>th</sup>  
Prerequisite (Teacher Recommendation)

This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

## **HEALTH/PHYSICAL EDUCATION DEPARTMENT**

### **Lifetime Wellness**

Standard Credit: 1 Grade 9<sup>th</sup>  
This course will study the elements of living a healthy life and combines classroom activities with physical activities.

### **Strength and Conditioning**

Standard Credit: Max of 5 Grade 9<sup>th</sup>-12<sup>th</sup>  
Prerequisite (Head Coach Approval)

This course is designed for students participating on athletic teams with prior approval from the head coach of that team. They will be given the opportunity to tryout at the beginning of the official TSSAA mandated start date for that particular sport.

Baseball	2nd Term No Credit	Football	1 <sup>st</sup> & 2 <sup>nd</sup> Term 1 Credit S & C
Basketball	1 <sup>st</sup> 9 weeks 1/2 Credit S & C	Soccer (Girls)	1 <sup>st</sup> Term 1 Credit S & C
	2 <sup>nd</sup> 9 weeks No Credit	Soccer (Boys)	2 <sup>nd</sup> Term 1 Credit S & C
	3 <sup>rd</sup> 9 weeks No Credit	Softball	2 <sup>nd</sup> Term No Credit
	4 <sup>th</sup> 9 weeks 1/2 Credit S & C	Volleyball	2 <sup>nd</sup> 9 weeks 1/2 Credit S & C

### **Junior Reserve Officer Training Corps (JROTC)**

#### **Levels 1-8**

Standard Credit: 1 Grade 9<sup>th</sup>-12<sup>th</sup>

Prerequisite: (Students must have JROTC Instructor's permission to enter any course beyond level 2.)

Students obtain their Lifetime Wellness credit for successful completion of levels 1 and 2. If a cadet fails level 1, he/she cannot enter the level 2 and must earn the Lifetime Wellness credit outside JROTC. JROTC is a program operated by the US Army and Station Camp High School. The objective of the JROTC Program is "to motivate young people to be better citizens" by providing instruction in and application of good citizenship and character, responsibility, leadership development, self-worth, communicative skills, problem solving, discipline, respect, ethics, and wellness of body, mind, and spirit--attributes which will benefit the student, the community, and the nation. JROTC carries absolutely no military obligation; however, JROTC does help prepare students for future success in college level ROTC programs and for enrollment in US Military Academies i.e. West Point, US Air Force and Navy Academies. In addition, students who complete JROTC and choose to enlist in the US military enlist at a higher rank and pay. Students will be trained to become better leaders in JROTC and can demonstrate these learned leadership skills while in JROTC. Students are then recognized for their leadership efforts by earning JROTC rank, awards, and ribbons which will be worn on the issued US Army uniform. A typical week in JROTC consists of two days of learning the JROTC curriculum in the classroom, two days of Physical Fitness Training, and one day in US Army military uniform working on marching and other activities to build discipline and have fun. All instruction is led by retired US Army Instructors who are employed by Station Camp High School as teachers. Additionally, JROTC offers the following athletic teams which practice after school and compete in competitions against other JROTC programs; Raider Team, Drill and Ceremonies Team, and Color Guard Team. In addition, during the program, adventure training such as rappelling, rope/confidence/obstacle courses, and other outside activities may be offered as well. Unique requirements are: Cadets must maintain their hairstyles in accordance with JROTC regulations while in uniform. Hair will be neatly groomed. The length and bulk of hair will not be excessive or present a ragged, unkempt, or extreme appearance. Hair will not fall over the eyebrows or extend below the bottom edge of the collar. Lines or designs will not be cut into the hair or scalp. If dyes, tints, or bleaches are used, colors used must be natural to human hair and not present an extreme appearance.

## **FINE ARTS DEPARTMENT**

### **Visual Arts I**

Standard

Credit: 1

Grade 9<sup>th</sup> -12<sup>th</sup>

Students will learn about the elements and principles of art and how they are used in the production of art. Art history and art criticism will be studied in addition to drawing, painting, printmaking, and sculpture.

### **Theatre Arts I**

Standard

Credit: 1

Grade 9<sup>th</sup> -12<sup>th</sup>

This course is designed to introduce students to the various elements of theatre and emphasizes artistic perception and creative expression. This course will promote understanding aesthetic value, historical and cultural awareness, and the interconnections of the arts and other disciplines. Topics covered in this course include: improvisation, pantomime, voice and diction, stage movement, characterization, historical context, and significant plays and playwrights. In addition to being a fun class, theatre is considered beneficial to public speaking skills, self-confidence and poise.

### **Dance I**

Standard

Credit: 1

Grade 9<sup>th</sup> -12<sup>th</sup>

This class is a basic introduction to dance. Students will study basic dance steps, terminology, history, rhythms, and styles.

### **Advanced Dance - Team**

Standard

Credit: 1

Grade 9<sup>th</sup> -12<sup>th</sup>

Prerequisite (Invitation Only)

This class is for students who have previously received dance instruction. This class will require after school rehearsals and performances.

### **Advanced Dance – Non-Team**

Standard

Credit: 1

Grade 9<sup>th</sup> -12<sup>th</sup>

Prerequisite (Audition Only)

This class will be working on technique and upper level dance skills. It will require prior studio knowledge or Dance II credit. Dance team members will also be given admission to this class. You must have at least a double pirouette, grand jete, and correct body placement to be placed in Advanced Dance.

### **Marching Band**

Standard

Credit: 1

Grade 9<sup>th</sup> -12<sup>th</sup>

An organization designed to teach teamwork, self-discipline, and develop higher level thinking skills necessary to express one's self through music. This course will meet every day for the entire semester and will consist of a marching band and concert band component. This organization will perform as the Marching Band and will perform at all varsity football games as well as various marching competitions.

The Fall Concert Band will rehearse during the school day once the marching show is complete and perform at least two concerts during the fall semester, falling roughly around each 9-week grading period. Grades will be assigned based on participation in after school activities, various assignments, and playing tests. Unless prior approval is granted, students should be a part of band for both activities. Because of the progressive nature of band, students should be a part of band every semester. For a more detailed description of the band program, consult the band website at [www.stationcampband.org](http://www.stationcampband.org).

### **Concert Band**

Standard

Credit: 1

Grade 9<sup>th</sup> -12<sup>th</sup>

An organization designed to teach teamwork, self-discipline, and develop higher level thinking skills necessary to express one's self through music. This course will meet every day for the spring semester. The Symphonic Band will perform at least two concerts during the semester, as well as participate in clinics and contests adjudicated by the best music educators in the country. Opportunities for solo performances will come from Region Honor Band auditions and Solo and Ensemble competition. These opportunities will help students earn college scholarships upon graduation. For a more detailed description of the band program, consult the band website at [www.stationcampband.org](http://www.stationcampband.org).

### **Percussion**

Standard

Credit: 1

Grade 9<sup>th</sup> -12<sup>th</sup>

Students will develop skills in percussion performance, including snare drum, mallets, timpani, auxiliary percussion, drum set, marching percussion and world percussion. Students will perform a variety of percussion ensemble literature as well as technique building exercises in each area. This class replaces the typical band class for percussionists, and students from this class will perform with the Concert, Symphonic, and Marching Bands. Students must have either prior experience in percussion or Teacher Recommendation. For a more detailed description of the band program, consult the band website at [www.stationcampband.org](http://www.stationcampband.org).

### **Select Chorus**

Standard

Credit: 1

Grade 9<sup>th</sup> -12<sup>th</sup>

Prerequisite (Teacher Recommendation by audition)

Students will learn and perform advanced choral literature from several musical periods and in other languages. Students will learn advanced music reading skills and aural skills and will be given the opportunities to perform in required concerts, stage shows, tours, contests, and perform in the annual musical. A higher level of artistry, musical ability, and exemplary behavior is necessary.

### Piano

Standard

Credit: 1

Grade 9<sup>th</sup>-12<sup>th</sup>

The piano course is designed to present an overview of musical principles as they relate to the piano to develop the student's piano skills. The basic musical elements of melody and harmony will be discussed and learned. The course is designed to develop self-sufficiency with the piano and will allow the student to develop their own musical styles and repertoire they wish to play. This class will require practice in class and dedication to learning to play the piano.

## CAREER AND TECHNICAL EDUCATION DEPARTMENT

*Sumner County and the Tennessee's Career and Technical Education (CTE) Division has adopted the National Career Clusters Model of 16 career clusters and is developing programs of study within these clusters. Each High School has developed at least one program of study within this model. Programs of study will present a clear focus on relevant content needed by students for a sequential rigorous course of study leading to a career or postsecondary study in an area of concentration.*

### CTE PROGRAMS OF STUDY FOR THE 2020-21 SCHOOL YEAR

- **Dietetics and Nutrition** - Nutrition Across Lifespan, Nutrition Science and Diet Therapy, Psychology, and/or Sociology
- **Early Childhood Education Careers (Pre-K – 4)** – Early Childhood Education Careers 1, ECEC 2, ECEC 3
- **Fashion Design** - Visual Art 1, Foundations of Fashion Design, Fashion Design
- **Digital Arts & Design** – Digital Arts & Design I, Digital Arts & Design II, & Digital Arts & Design III
- **Interior Design** – Intro to Interior Design, Residential Interior Design, & Commercial Interior Design
- **Marketing Management** – Intro to Marketing, Marketing 1, Marketing 2, Retail Operations, Advertising & Public Relations
- **Entrepreneurship** –Intro to Marketing, Marketing 1, Entrepreneurship,
- **Business Management** - Intro to Business, Business Communications, Business Management
- **Office Management** – Computer Applications, Business Communications, Business Management
- **Coding** – Computer Science Foundations, Coding I, & Coding II
- **Vet and Animal Science** -Agriscience, Small Animal Care, Large Animal Care, Vet Science
- **Horticulture Science** - Agriscience, Greenhouse Management, & Landscape and Turf Science
- **Sport and Human Performance** – Intro to Health Science, Rehabilitation Careers, Anatomy & Physiology, Exercise Science
- **Therapeutic Services** – Intro to Health Science, Medical Therapeutics, & Anatomy & Physiology

## AGRICULTURE, FOOD, AND NATURAL RESOURCES

### Agriscience

Standard

Credit: 1

Grade 9<sup>th</sup>- 10<sup>th</sup>

Agriscience is an introductory STEM course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology serves in the 21st century. In addition, it serves as the first course for all programs of study in the Agriculture, Food and Natural Resources Cluster.

## HUMAN SERVICES

### **Nutrition across the Lifespan**

Standard

Credit: 1

Grade 9<sup>th</sup> -11<sup>th</sup>

Nutrition across the Life Span is for students interested in learning more about becoming a dietitian, 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. *Students are encouraged to participate in FCCLA, which is a Career and Technical Student Organization.*

## **EDUCATION AND TRAINING**

### **Early Childhood Education Careers I**

Standard

Credit: 1

Grade 9<sup>th</sup> -11<sup>th</sup>

Early Childhood Education Careers I (ECEC) will launch students on a career pathway into the field of early childhood education and may lead to entry level employment and/or postsecondary education. Content will provide a foundation in the concepts of child development theory and afford students the opportunity to integrate knowledge, skills, and practices required for careers in early childhood education and related services. Laboratory experiences will offer school based and/or work-based learning opportunities.

## **ARTS, A/V TECHNOLOGY, & COMMUNICATIONS**

### **Foundations of Fashion Design**

Standard

Credit: 1

Grade 9<sup>th</sup> -11<sup>th</sup>

This course introduces students to the rich history of the fashion industry and the basic design principles that are integral to its operation. This course studies the history of the fashion industry, elements and principles of design, textile history and composition, as well as basic construction principles. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. *Students are encouraged to participate in FCCLA, which is a Career and Technical Student Organization.*

### **Fashion Design and Merchandising**

Standard

Credit: 1

Grade 9<sup>th</sup> -12<sup>th</sup>

Prerequisite (Foundations of Fashion Design)

Fashion Design is an applied-knowledge course intended to prepare students to pursue careers in the fashion industry. Building on the knowledge acquired in Foundations of Fashion Design, this course places special emphasis on apparel manufacturing and merchandising, marketing applications, product and service management, and the creation of an original fashion collection. In addition, students will explore trends in fashion design and engage with industry-specific technologies used to produce a variety of fabrics, garments, and accessories.

### **Digital Arts & Design I**

Standard

Credit: 1

Grade 9<sup>th</sup> -12<sup>th</sup>

This is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

## **ARCHITECTURE & CONSTRUCTION**

### **Foundations of Interior Design**

Standard

Credit: 1

Grade 9<sup>th</sup> -11<sup>th</sup>

This is the first course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Standards in this course include career exploration of various options within the interior design industry as well as an overview of the history of architecture and design. Projects will involve individual and team assignments. Upon completion of this course, proficient students will be able to analyze and demonstrate the elements and the principles of design, and apply these concepts using sketching techniques in the creation of perspective floor plans. *Students are encouraged to participate in FCCLA, which is a Career and Technical Student Organization.*

### **Residential Interior Design**

Standard

Credit: 1

Grade 9<sup>th</sup>-12<sup>th</sup>

Prerequisite (Foundations of Interior Design)

This is the second course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Students will engage in the development of board presentation techniques for residential spaces using textiles samples and three-dimensional sketches. Upon completion of this course, proficient students will be able to use manual drafting tools and computer-aided drafting software to create original floor plans, perspective drawings, and color renderings.

## **BUSINESS MANAGEMENT & ADMINISTRATION**

### **Computer Applications**

Standard

Credit: 1

Grade 9<sup>th</sup> -11<sup>th</sup>

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. *(This course will allow students to obtain certificates in Microsoft Word and PowerPoint.)*

### **Intro to Business**

Standard

Credit: 1

Grade 9<sup>th</sup> -11<sup>th</sup>

Business Principles is a core course in which students are introduced to all aspects of business: the domestic and international economies, financial principles, management strategies, administrative and information systems, ethics, and organizational and professional leadership. Students will analyze the elements of the business environment and focus on attitudinal and problem-solving skills inherent to success. *Students are encouraged to participate in FBLA, which is a Career and Technical Student Organization.*

### **Business Communications**

Standard

Credit: 1

Grade 9<sup>th</sup>-12<sup>th</sup>

Prerequisite (Intro to Business or Computer Applications)

This is a course that prepares students for oral and electronic business communications in the 21st century including social media as well as developing skills in electronic publishing, design, layout, composition, and video conferencing. Emphasis will be placed on social media, design and digital communications. Students will review and practice successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. *Students are encouraged to participate in FBLA, which is a Career and Technical Student Organization.*

## **INFORMATION TECHNOLOGY**

### **Computer Science Foundations**

Standard

Credit: 1

Grade 9<sup>th</sup>-12<sup>th</sup>

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

## **MARKETING**

### **Intro to Marketing**

Standard

Credit: 1

Grade 9<sup>th</sup>- 11<sup>th</sup> (12<sup>th</sup> by permission only)

This course is designed to introduce and provide an overview of marketing, as well as employment opportunities available in these fields. Students will explore important marketing concepts, functions, personality traits, and communication necessary for marketing and organizational leadership careers. Students will also be empowered to take on leadership roles in the school. *Students are highly encouraged to be involved in DECA, a co-curricular organization for students offering scholarship, networking, and additional learning opportunities. DECA also allows for field trips and competitions across the country. DECA fees are \$15. Due by October 1 of each school year.*

### **Marketing I**



Standard

Credit: 1

Grade 9<sup>th</sup>-11<sup>th</sup> (12<sup>th</sup> by permission only)

Prerequisite (Intro to Marketing)

No matter the career you wish to seek in your future, whether it be a doctor, lawyer, or professional businessperson, you will benefit from an understanding of how business works. Marketing is a fun, energetic elective for those who want to be challenged. Learning takes place through hands on group projects, case studies, discussions, and current resources that can be applied to the real world. Hands on projects include creating your own product/company, designing your own store, and developing promotions such as TV advertisements. *Students are highly encouraged to be involved in DECA, a co-curricular organization for students offering scholarship, networking, and additional learning opportunities. DECA also allows for field trips and competitions across the country. DECA fees are \$15. Due by October 1 of each school year.*

## **HEALTH SCIENCE**

### **Health Science Education**

Standard

Credit: 1

Grade 9<sup>th</sup>-12<sup>th</sup>

This is an introductory course designed to prepare students to pursue careers in the fields of public health, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a proficient student will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a strong foundation for all of the Health Science programs of study. *Students are encouraged to participate in HOSA, which is a Career and Technical Student Organization.*