



# Registration Book

2022-2023

# 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
Rebecca Forte	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.

## DUAL ENROLLMENT, DUAL CREDIT AND JOINT ENROLLMENT:

These three options may be available to high school students who meet the test, grade point average, or other requirements of state-accredited institutions of higher learning which offer such programs. Students meeting these admission requirements shall be considered viable candidates for dual or joint enrollment. Decisions on student participation in dual or joint enrollment shall be made in concert with students, parents, and cooperating institutions.

Sumner County encourages the development of a cooperative relationship between its high schools and state-accredited institutions of higher learning. Where possible, high schools will be encouraged to provide space for dual enrollment courses.

Local high schools must accept postsecondary credits as a substitution for an aligned graduation requirement course, including general education and elective focus courses for those students who take and pass dual enrollment courses at post-secondary institution for credit.

### **(Defined for Sumner County Schools)**

- Dual Enrollment: High school juniors or seniors earn both Honors high school credit and college credit upon successful completion of college level courses. Dual Enrollment classes can meet on the high school campus or on the college/university campus. Principals should use their discretion when granting permission for students to enroll in offsite dual enrollment classes. Students and parents are required to complete the Dual Enrollment Transportation Agreement form before enrolling in offsite courses. \*
- Dual Credit: **Local dual credit:** Students may be eligible to receive post-secondary credit for specific high school courses upon successfully completing those courses, passing an assessment developed and/or recognized by the granting post-secondary institution, and enrollment in the post-secondary institution that has an articulation agreement with Sumner County Schools  
**Statewide dual credit pilot:** In the statewide pilot courses, students may be eligible to receive post-secondary credit to any public post-secondary institution in Tennessee by passing a challenge exam created by Tennessee secondary and postsecondary faculty. Students who meet or exceed the established cut score set for the exam earn credits that can be applied to any public postsecondary institution in Tennessee. \*
- Capstone Industry Courses: Career and technical education courses that are aligned to a capstone industry certification recognized by the TN Department of Education are eligible for additional percentage point weighting for the students who pass the identified industry certification exam.

Joint Enrollment: High school seniors earn college credit **only** for successful completion of college level courses. Classes meet outside of the regular school day. A student must be enrolled in four classes per term at his/her home base school.\*

AP: Sumner County offers Advanced Placement (AP) courses in each of its zoned high schools. These courses incorporate the learning objectives and course descriptions as defined by the College Board and prepare students for culminating national exams that, if passed, may be accepted for postsecondary credit by postsecondary institutions. AP courses are eligible for additional percentage point weighting for students who sit for aligned culminating exam. #

\* Students enrolled in Dual Enrollment, Dual Credit, and Joint Enrollment do not take End-Of-Course Exams

# At the discretion of each high school, elective courses may be available in conjunction with College Board Advanced Placement. These elective courses will carry honors level or AP credit at the discretion of each school depending on staff available and master schedule.

**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%. If student misses a state-mandated exam, the test must be made up during the state-designated test window or the student will receive a zero. In the event of test modifications or cancellations by the State of Tennessee, EOC subject grades will be calculated by averaging the first and second nine-week grades at 50% each. Final exams will count 15% 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 percentage points shall be added to the final coursework grade before the EOD is included to calculate the final grade. (Note: Quality points will not be added, in any way, to students’ EOC test scores). For Dual Enrollment, Dual Credit, and Capstone Industry Certification-Aligned Courses, four points shall be added to the student’s final numerical grade of the course. 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:

	Division I	Division II
Enroll year (2008 and Later) (2005 and Later)		
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:**

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

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

### **E. B. Wilson High School (Virtual and Hybrid)**

E. B. Wilson Virtual High School is a school for students who wish to make up credits or who wish 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. For more information, visit [www.ebw.sumnerschools.org](http://www.ebw.sumnerschools.org)

### **Sumner County Middle College**

Sumner 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 can finish an Associate Degree by the time they graduate from high school. Students who enter 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 19, and minimum sub-score of at least 18, applicants must additionally, have a minimum of 10 high school credits. For more information, visit [www.scmc.sumnerschools.org](http://www.scmc.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 next to Portland East Middle School. Open to rising juniors and seniors in Sumner County, the school currently offers six programs of study including welding, computer information systems, machine shop technology, manufacturing technology, building construction technology, and cosmetology. 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)

### **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>.

### **Initial Credit Virtual Classes**

Virtual classes are available for students enrolled in all Sumner County High Schools. Virtual classes can be taken both during and outside of typical school hours. All students taking virtual classes are monitored by certified personnel and all assessments for these classes must be taken under the direct supervision of the teacher of record per district guidelines. Students are responsible for making appointments with the teacher to in order to complete assessments.

1. All virtual classes taken outside of the typical school day must be recommended by a guidance counselor and approved by the high school principal prior to beginning the virtual class.
2. Before beginning a virtual class, the student and parent must read and sign the Virtual School Registration contract.
3. Schools will code virtual classes as 'VS' on transcripts. The transcript will reflect the grade earned, and it will count in the student's GPA.
4. Students can take a maximum of two (2) virtual classes per semester while enrolled at their home school. If more than two virtual courses are desired, the student may pursue enrollment at E.B. Wilson High School as a full-time virtual school student.
5. Any virtual class taken in addition to a student's normal course load (4 classes per semester) will not be counted in the number of honors and AP credits.
6. If a student fails a virtual class, a grade of 'F' will be recorded on the transcript.
7. Students enrolling in virtual classes are expected to adhere to the same regulations for academic integrity as other students.
8. To meet the requirements, set by the NCAA Eligibility Center, the entire virtual class and all assessments pertaining to the course must be completed.

**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:**

A high school sets its sections and builds its master schedule based entirely on student requests for courses. The spring registration process determines the courses the school will offer the following school year. 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 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.

**REPEATING A COURSE**

Students may only repeat a course if the student did not receive a passing grade on the original attempt.

# 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 of age.

### 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.

[Additional Electives Requirement] Students must complete four (4) additional elective credits. This is in addition to TDOE graduation requirements (22 credits). These four credits are included in the 26-credit requirement determined by the local school district. The four additional electives are not required to align with the selected elective focus.

+ 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.



## Early Graduate

Students may request in writing to graduate early by providing a parent signed letter to their counselor. Schools will submit all approved Early Graduation Requests to the Instruction Department for Board approval. The district will hold an optional mid-year graduation ceremony for students approved to graduate early. Early graduates who choose not to participate in the mid-year graduation ceremony may elect to participate in their school's spring graduation ceremony. Participation in school sponsored activities, including but not limited to prom and other senior events, is at the discretion of the building administrator for all students who meet the requirements to graduate early. Students who choose to participate in the mid-year ceremony will receive a diploma at that time. Students who participate in the spring ceremony will receive their diploma at that time. Students who choose not to participate in either ceremony will pick up their diploma the day following the spring ceremony. For early graduates, upon request, the principal will provide the student with a letter certifying completion of all requirements for graduation.

## SUMNER COUNTY ACADEMIC RECOGNITION/GPA

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

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 is 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 Distinctions

### State Honors

Students who score at or above all the subject area readiness benchmarks on the ACT or equivalent score of the SAT will graduate with "state honors."

### District 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.

### 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 [26] the Department of Education, shall be recognized as a Tennessee Tri-Star Scholar upon graduation from high school. The public high school shall recognize the student's achievement at the graduation ceremony by placing an appropriate designation on the student's diploma or other credential. The student shall be noted as a Tennessee Tri-Star Scholar in the school's graduation program.

### **State Distinction**

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

- Earn a nationally 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.
- Be selected as a National Merit Finalist or Semi-Finalist.
- 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.
- Attain a score of 31 or higher composite score on the ACT or SAT equivalent.
- Attain a score of 3 or higher on at least two advanced placement exams.
- Successfully complete the International Baccalaureate Diploma Program.
- Earn 12 or more semester hours of postsecondary credit.

### **Tennessee Seal of Biliteracy**

LEAs shall recognize students who have attained a high level of proficiency in speaking, reading, and writing in one (1) or more languages in addition to English with a Seal of Biliteracy. Students receiving this recognition shall meet the following criteria:

- Complete all English language arts requirements for graduation with an overall grade point average of 3.0 or higher in those classes.
- Demonstrate English proficiency through one of the following:
  - I. Score three (3) or higher on an Advanced Placement English Language or English Literature exam.
  - II. Score 22 or higher on the ACT Reading subtest or 480 or higher on the SAT evidence-based reading and writing subtest; or
  - III. Score 4.5 or higher on the WIDA Access, if the student is an English learner; AND
  - IV. Score at the advanced, on-track, or mastered level on each English language arts End of Course assessment taken (excluding End of Course assessments taken during the student's final semester prior to early graduation); and
- Achieve a passing score on a nationally recognized foreign language proficiency assessment. If a nationally recognized foreign language assessment is not available, LEAs may develop other appropriate methods for students to demonstrate proficiency, such as through a portfolio. Any alternate model must address [27] communication, cultures, connections, comparisons, and communities. OR score three (3) or higher on an Advanced Placement world language exam. Each local board shall affix an appropriate insignia to the diploma or transcript of the qualifying pupil indicating that such pupil has been awarded a Tennessee Seal of Biliteracy.

### **Community Service**

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.

Each school is authorized under Sumner County Board of Education approval to prescribe a manner in which "state honors", "state distinction", and/or any of the 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.
- **SAT II (Subject Test):** These one-hour tests measure the application of knowledge in specific subject areas. Three tests are possible on one test day. Many four-year colleges require three subject tests; one is usually English Composition. SAT II test(s) are taken in the spring of the junior year or the year the subject is taken in high school. SAT I and SAT II cannot be taken on the same day.
- **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 Credit/Placement:** 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 or 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 can be found on SCHS website.)**

### **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.

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.

### **English II**

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

Prerequisite (English I and a teacher recommendation)

This course focuses on a wide variety of world literature and provides grammar drill and instruction as needed. Outside reading will be required for each grading period. Written expression will focus on personal narratives, literary analysis, and persuasive research. There is a summer reading assignment.

Standard Credit: 1 Grade 10<sup>th</sup>

Prerequisite (English I)

Resource Credit: 1 Grade 10<sup>th</sup>

Prerequisite (IEP-Team Decision)

This course teaches the use of reading strategies and explores a wide variety of world literature. Literary units include drama, short story, novel, and essay. This course also provides instruction and drill in basic grammar, composition writing, and vocabulary skills. One outside reading assignment will be required each semester.

### **English III**

Adv. Placement Credit: 2 (Full Year) Grade 11<sup>th</sup>

Prerequisite (English II & teacher recommendation; students must take Honors Writing in the Fall Semester) There is also a writing assessment given in the spring prior to admission to this course.

The advanced placement course offered in the junior year concentrates on language and composition. The core literature of this rigorous course is primarily American but works from other authors around the world are also introduced. Reading and writing assignments are substantial and reflect the workload and pace of this course. In May, students will take the AP test through the College Entrance Examination Board, by which students can earn college credit. There is a summer reading assignment with an accompanying writing assignment.

Honors Credit: 1 Grade 11<sup>th</sup>

Prerequisite (English II and a teacher recommendation)

This course is the study of the development of American literature. Several novels, vocabulary work, a research project, and preparing for the Tennessee Writing Assessment are also covered in this class. Extensive outside reading and heavy emphasis on essay development are also major components of this course. There is a summer reading assignment with an accompanying writing assignment.

Standard Credit: 1 Grade 11<sup>th</sup>

Prerequisite (English II)

Resource Credit: 1 Grade 11<sup>th</sup>

Prerequisite (IEP-Team Decision)

### **English IV**

Adv. Placement Credit: 1 Grade 12<sup>th</sup>

Prerequisite (Adv. Placement English III)

In May, students will take the AP test through the College Entrance Examination Board, by which students can earn college credit.

Honors Credit: 1 Grade 12<sup>th</sup>

Prerequisite (English III and a teacher recommendation)

This course, designed for students going directly to college upon graduation, includes the study of the themes and history of British literature. Students will be challenged with writing, criticizing, and analyzing compositions. The compositions will include description, narration, exposition, and a research paper. There is a summer reading assignment with an accompanying writing assignment.

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

Prerequisite (English III)

Resource Credit: 1 Grade 12<sup>th</sup>

Prerequisite: (IEP-Team Decision)

This course emphasizes reading, writing, grammar, and vocabulary development. It is concentrated around the study of British literature. Compositions, which stress creativity and critical thinking skills, will include essays and a research paper.

### **Creative Writing I**

Standard Credit: 1 Grade 11<sup>th</sup>-12<sup>th</sup>

Students often have the opportunity to experience expository writing in the classroom but have little time to develop imaginative writing. This elective writing class is designated for juniors and seniors that are interested in developing their creative writing skills. This course will cover several genres and styles of writing including the short story, poems, drama, criticism and essays. Students will explore writings of various authors, study various genres, but the major emphasis is on the creation of individual products. Submission of pieces in a student-based publication will also be encouraged. Course offering will depend upon sufficient student interest.

### **Yearbook**

Standard Credit: 1 Grade 10<sup>th</sup> – 12<sup>th</sup>

Prerequisite (Teacher Recommendation)

This course is for the publication of the yearbook. Page design (Page Maker 7.0) and layout will be used to create all pages. Other duties of yearbook staff members are ad sales, photography, story writing, interviews, business management, and organization skills. Participation in summer camp is mandatory.

### **Newspaper**

Standard (Teacher Recommendation) Credit: 1 Grade 10<sup>th</sup> – 12<sup>th</sup>

This course is recommended for students who have little or no experience in journalism but who have a strong interest in learning the fundamentals of newspaper writing and reporting. Students will learn how to write different types of articles, conduct interviews, organize a story, and design page layout. A study of the history, ethics, and legal issues in the media will be included.

### **Mythology**

Standard Credit: 1 Grade 10<sup>th</sup> – 12<sup>th</sup>

This course is an overview of the major myths and religions of the world. Emphasis is placed on Greek and Roman mythologies, other myths and religions are introduced as well. Discussion of the epic tradition is included, and students will write papers on these topics.

### **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.)

### **ACT Prep**

Standard Credit: 1/2 Grade 11<sup>th</sup> – 12<sup>th</sup>

Prerequisite (Admission Determined by Practice ACT & ACT)

This class is designed to allow students to learn, practice, and internalize strategies that are essential for life-long learning skills including reading understanding, and interpreting content specific materials in English, mathematics, and science. Students will learn important strategies including skimming, previewing, summarizing, interpreting, synthesizing, evaluating, and applying information through ongoing work with ACT tests. Students will take ACT practice assessments.

## **WORLD LANGUAGES DEPARTMENT**

### **Spanish I**

Honors Credit: 1 Grade 10<sup>th</sup> - 12<sup>th</sup>

Prerequisite: (Teacher Recommendation)

This course introduces the basic skills necessary to learn Spanish. Emphasis is on vocabulary acquisition, pronunciation and grammar concepts. Stress will be placed on listening, speaking and writing. Also included is cultural aspects of the Spanish-speaking countries

Standard Credit: 1 Grade 10<sup>th</sup> - 12<sup>th</sup>

This course introduces the basic skills necessary to learn Spanish. Emphasis is on vocabulary acquisition and pronunciation. Stress will be placed on listening and speaking as well as writing. Cultural aspects of various countries will also be included.

### **Spanish II**

Honors Credit: 1 Grade 10<sup>th</sup> – 12<sup>th</sup>

Prerequisite (Spanish I Honors)

This course emphasizes intermediate vocabulary and grammatical structures that will strengthen reading/writing/listening/speaking skills.

Standard Credit: 1 Grade 10<sup>th</sup> – 12<sup>th</sup>

Prerequisite (Spanish I)

This course emphasizes intermediate vocabulary and grammatical structures that will strengthen reading/writing/listening/speaking skills.

### **Spanish III**

Honors Credit: 1 Grade 11<sup>th</sup> -12<sup>th</sup>

Prerequisite (Spanish II Honors)

This course focuses primarily on conversational Spanish. Students should be able to communicate in daily situations. Reading, writing, and speaking will be a daily requirement. Advanced grammatical concepts will be included.

### **German I**

Honors Credit: 1 Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Teacher Recommendation)

This course is designed to direct students in the basics of German grammar, vocabulary and culture. Interweaving history of the arts, students will develop conversational skills and interact using the German language.

### **German II**

Honors Credit: 1 Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (German I Honors)

German II applies day-to-day conversation to the application of the language in a business and social context. Beginning with speaking and ending with the writing, literature will be used to teach lessons and examine German history.

### **German III**

Honors Credit: 1 Grade 11<sup>th</sup> -12<sup>th</sup>

Prerequisite (German II Honors)

German III would build upon on the learning of German I & II by teaching the dative and genitive cases, while also expanding student's use of verbs to the past, past perfect, and future tenses. This will be expanded into written and spoken German. The focus in German III would be on the music of German-speaking lands. *Also, students in German III will have the opportunity to take part in the GAPP program.*

### **French I**

Honors Credit: 1 Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Teacher Recommendation)

French is a very vibrant and fun language. French will be taught in a conversational manner with limited writing involved. The focus will be on conversation skills and cultural experiences. Multi-Media, Music and Short Stories and Movies will be used to enrich the language experience. Come find out about Le Spectacle Français.

### **Standard**

French is a very vibrant and fun language. French will be taught in a conversational manner with limited writing involved. The focus will be on conversation skills and cultural experiences. Multi-Media, Music and Short Stories and Movies will be used to enrich the language experience. Come find out about Le Spectacle Français.

## **French II**

Honors

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Honors French I)

French 2 will be a continuation of the skills built in French I. There will be a more in-depth study of the spoken language and some written work as well. Conversation will continue to be a focal point of the class. We will explore French culture with topics in food and fashion.

Standard

Prerequisite (French I)

French 2 will be a continuation of the skills built in French I. There will be a more in-depth study of the spoken language and some written work as well. Conversation will continue to be a focal point of the class. We will explore French culture with topics in food and fashion.

## **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

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.

Standard

Credit: 1

Grade 10<sup>th</sup>

Prerequisite (Algebra I)

This course is an in-depth study of geometric topics that include inductive and deductive reasoning, congruency, similarity, right triangle trigonometry, circles and coordinate geometry. A TI-84 Plus graphing calculator or higher is strongly recommended.

### **Geometry A & B**

Resource

Credits: 2

Grade 11<sup>th</sup> -12<sup>th</sup>

Prerequisite: (IEP Team Decision)

### **Algebra II**

Honors

Credit: 1

Grade 11<sup>th</sup>

Prerequisite (B or better in Geometry Honors)

This is a college-preparatory course with emphasis placed on graphing and analyzing polynomial functions, exponential and logarithmic functions, systems of linear equations and inequalities, regression analysis and probability and statistics. A TI-84 Plus graphing calculator or higher is strongly recommended. Technology will be used to solve problems, explore patterns and interpret and verify conclusions.

Standard

Credit: 1

Grade 11<sup>th</sup>

Prerequisite (Geometry)

This course is a general study of equations, inequalities, absolute value, relations, functions, solving systems of equations and inequalities, rational numbers, complex numbers and quadratic relations, exponential and logarithmic functions, regression analysis, and probability and statistics. A TI-84 Plus graphing calculator or higher is strongly recommended.

### **Bridge Math**

Standard

Credit: 1

Grade 12<sup>th</sup>

Prerequisite (Algebra II and Geometry)

This course is designed for students who have an ACT Math score of 19 or less. This course will focus on improving math skills by applying problems solving skills connecting Algebra I, Geometry, and Algebra II concepts. This course will be beneficial for students wishing to improve their college entrance scores. A TI-84 Plus graphing calculator or higher is strongly recommended.

### **Applied Mathematics**

Standard

Credit: 1

Grade 11<sup>th</sup> -12<sup>th</sup>

Prerequisite (Algebra II and Geometry)

This course is designed for students who have an ACT Math score of 20 or above and are interested in careers that use applied mathematics, such as banking industry and human resources. Provides an in-depth study in financial mathematics, linear programming, and basic probability, counting techniques, combinatorial reasoning, problem solving approaches, logic and Boolean algebra sets, analysis of argument, and statics beyond earlier courses. A TI-84 Plus graphing calculator or higher is strongly recommended.

### **Pre-Calculus**

Honors

Credit: 1

Grade 10<sup>th</sup> -12<sup>th</sup>

Prerequisite (Algebra II Honors and Geometry Honors)

This course is designed to prepare students for Calculus courses. Topics covered included Trig functions, analytic trigonometry, applications of trigonometry, analytic geometry, exponential and logarithmic functions, sequences and series, and other basic functions. A TI-84 Plus graphing calculator or higher is strongly recommended.

Standard

Prerequisite (Algebra II and Geometry)

This course is designed for students with ACT math score of 20 or above. Topics covered will include Trigonometry, quadratic relations and functions, series and sequences, exponential and logarithmic functions, and probability and statistics. This course will be beneficial for students wishing to improve their college entrance scores. A TI-84 Plus graphing calculator or higher is strongly recommended.

### **Calculus AB**

Advanced Placement (Spring Only)

Credit: 1

Grade: 11<sup>th</sup>- 12<sup>th</sup>

Prerequisite (Calculus AB/BC and Teacher Recommendation)

This course is designed for students who are entering college majors that require Calculus I or for students who need more review of the topics covered in Calculus AB/BC. Additional concepts covered include applications of integrals and AP exam preparation. Students are required to take the AP Calculus AB exam in May. Students may earn credit for Calculus I if their college accepts their AP score. A TI-84 Plus graphing calculator or higher is strongly recommended.

### **Calculus BC**

Advanced Placement (Spring Only)

Credit: 1

Grade: 11<sup>th</sup>- 12<sup>th</sup>

Prerequisite (Calculus AB/BC and Teacher Recommendation)

This course is designed for students who are entering college majors that require both Calculus I and II and have mastered the topics covered in Calculus AB/BC. Additional concepts covered include applications of integrals, derivatives involving vector and polar functions, advanced integration techniques, series, and AP exam preparation. Students are required to take the AP Calculus BC exam in May. Students may earn credit for Calculus I and/or II if their college accepts their AP exam score. A TI-84 Plus graphing calculator or higher is strongly recommended.

### **Statistics**

Advanced Placement

Credit: 1

Grade: 11<sup>th</sup>- 12<sup>th</sup>

Prerequisite (Algebra II Honors and Teacher Recommendation)

The purpose of AP Statistics course is to introduce students to the concepts and tools for collecting, analyzing, and drawing conclusions from data. The class will be comparable to an Introductory Statistics class in college which is a step towards many majors including social sciences, health sciences, and Chi-Square tests. Students should plan to take the AP Statistics exam in May. A TI-84 Plus graphing calculator or higher is strongly recommended.

Honors

Credit: 1

Grade: 11<sup>th</sup>- 12<sup>th</sup>

Prerequisite (Algebra II Honors and Teacher Recommendation)



## **SCIENCE DEPARTMENT**

### **Physical Science**

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

Standard Credit: 1 Grade 9<sup>th</sup> - 10<sup>th</sup>  
This course is a laboratory course dealing with the process of scientific investigation of objects and phenomena in our physical universe. This course introduces the interrelated nature of matter and energy and the physical laws that govern their behavior as well as their mathematical relationships. The organized nature of matter and energy and our understandings of physical laws that have produced an advanced technology and its effect on society will be emphasized.

Resource Credit: 1 Grade 9<sup>th</sup> - 10<sup>th</sup>  
Prerequisite (IEP Team Decision)

### **Biology I**

Honors Credit: 1 Grade 10<sup>th</sup>  
Prerequisite (Teacher Recommendation)

Standard Credit: 1 Grade 10<sup>th</sup> - 11<sup>th</sup>  
Biology is the study of living things. This introductory course explores the topics of cells, genetics, ecology, and the diversity of organisms. The End of Course exam is given at the end of the course. The honors courses will require independent research projects.

### **Biology A & B**

Prerequisite (IEP Team Decision) Credit: 2 Grade 10<sup>th</sup> - 11<sup>th</sup>

### **Biology II**

Honors Credit: 1 Grade 11<sup>th</sup>-12<sup>th</sup>  
Prerequisites (Teacher Recommendation Required)

Biology II is a continuation of Biology I. It is an in-depth study of biological topics not covered in general biology. Units covered include Comparative Anatomy, Zoology, Immunology, Microbiology, and Botany. This class requires participation in a varied number of dissections and out of class projects.

### **Chemistry**

Honors Credit: 1 Grade 11<sup>th</sup>  
Prerequisite (Teacher Recommendation and Algebra II)

Standard Credit: 1 Grade 11<sup>th</sup>  
Prerequisite (Algebra II)

This course explores the properties of substances and the changes which substances undergo. The student will investigate atomic structures, matter and energy, interactions of matter and properties of solutions including acids and bases

### **AP Chemistry**

Advanced Placement Credit: 2 (Full Year) Grade 12<sup>th</sup>  
Prerequisite (Chemistry I Honors, Teacher Recommendation)

This course is based on the prescribed syllabus of the Advanced Placement Program. Specific topics include atomic theory, stoichiometry, thermo-chemistry, the electronic structure of atoms, gas laws, ionic reactions, reaction rates, chemical equilibrium, introductory thermodynamics, and electrochemistry. This class is lab oriented. In May, students are required to take the AP test through the College Entrance Examination Board, by which students can earn college credit.

### **Physics**

Honors Credit: 1 Grade 11<sup>th</sup> - 12<sup>th</sup>  
Prerequisite (Algebra II)

Conceptual study of laws of motion, forces, energy and momentum, properties and states of matter, heat and thermodynamics, wave motion, sound, light, electricity and magnetism, and atomic and nuclear physics.

### **Anatomy and Physiology**

Honors Credit: 1 Grade 11<sup>th</sup> - 12<sup>th</sup>  
Prerequisite (Biology I and Chemistry I with a B average)

### **AP Biology**

Advanced Placement

Credit: 1

Grade 11<sup>th</sup>-12<sup>th</sup>

Prerequisite (Honors Chemistry and Biology II)

This course is based on the prescribed syllabus of the Advanced Placement Program. 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, and biotechnology. In May, students are required to take the AP test through the College Entrance Examination Board, by which students can earn college credit.

## **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.

### **U. S. History**

Advanced Placement

Credits: 2 (full year)

Grade 11<sup>th</sup>

Prerequisite (Teacher Recommendation)

This course is designed to be comparable to an introductory level college course.

For those students taking the AP course, there is a summer reading assignment and they will be required to take the AP test through the College Entrance Examination Board. The AP curriculum stresses higher order thinking skill within a rigorous academic context. Students will also develop the skills necessary to synthesize their analyses, make conclusions, and persuasively write in an essay format. There is a summer reading assignment for this class.

Honors

Credit: 1

Grade 11<sup>th</sup>

Prerequisite (Teacher Recommendation)

Standard

Credit: 1

Grade 11<sup>th</sup>

The class is structured to give students insight as to the relevance of early events in our history and how they tie into our current lives. There is a heavy emphasis placed on the history following 1865. Open discussion strategies are combined with outside research and readings to promote a well-balanced understanding of United States history.

### **African American History**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

This course is designed for students who desire an in-depth study of African American history. Includes the following units: African Roots, Slavery and Emancipation, Civil War and Reconstruction, The Black Church, Inventors and Industrial Growth, The Vale of Tears, The Harlem Renaissance, The Black Voice is Heard, and Strides Toward Equality.

### **Government**

Honors

Credit: ½

Grade 12<sup>th</sup>

Prerequisite (Teacher Recommendation)

Standard

Credit: ½

Grade 12<sup>th</sup>

This course will focus on the principles of America's government system. The United States Constitution, three branches of government, due process, and state and local government will be emphasized.

### **Economics**

Honors

Credit: ½

Grade 11<sup>th</sup>-12<sup>th</sup>

Prerequisite (Teacher Recommendation)

Standard

Credit: ½

Grade 11<sup>th</sup>-12<sup>th</sup>

This course will study the relationship of resources, decision making, competition, market incentive, prices, investment taxes, and supply and demand to the roles of business, government, and individuals in the free enterprise system.

### **Current American Issues**

Standard

Credit: ½

Grade 12<sup>th</sup>

A Social Studies course, that uses the “Street Law” text, this course will examine subjects like the environment, US foreign policy, and other “hot point” issues of today. Subjects will be examined through their past, present and future impact.

### **Personal Finance**

Standard

Credit: ½

Grade 11<sup>th</sup>-12<sup>th</sup>

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

### **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. In May, students will take the AP test through the College Entrance Examination Board, by which students can earn college credit.

### **Psychology**

Standard

Credit: 1

Grade 11<sup>th</sup>-12<sup>th</sup>

This course will introduce the discipline of psychology with emphasis in the areas of human behavior, personality disorders, gender differences, and sensory and perceptive information. A variety of instructional materials will be utilized, including projects, presentations, and role-playing.

### **Sociology**

Standard

Credit: 1

Grade 11<sup>th</sup>-12<sup>th</sup>

This course is designed to introduce students to the basic principles of sociology with emphasis on societal pressures, group behaviors, and the institutions of modern society.

## **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.

### **Lifetime Sports**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports.

### **Weights and Kinesiology**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Wellness)

This class is designed to develop strength through weight training, conditioning through intense physical activity, stamina building through methods of rigorous exercise, and endurance through sustained periods of quickness and agility drills. Students who are enrolled in Strength & Conditioning (Athletics) may not be enrolled in Weights and Kinesiology during the same school year.

### **Aerobics**

Standard

Credit: 1

Grade 11<sup>th</sup>-12<sup>th</sup>

This course is designed to develop cardio-respiratory fitness, muscle strength, muscle endurance, and flexibility using various modes of exercise.

## **Strength and Conditioning**

Standard Credit: listed below Grade 10<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.

### **Visual Arts Advanced**

Standard Credit: 1 Grade 10<sup>th</sup> -12<sup>th</sup>

Prerequisite (Visual Arts I and Teacher Recommendation)

Emphasis will be placed on using value, color, and composition in planning and creating each assignment. Various drawing media, paint, and sculptural mediums will be used during the year. This advanced course will be designed for students who have an interest in furthering their knowledge of visual art, art history, and art criticism. This class will focus on portfolio development, investigating art related careers and art colleges, while further developing the skills and knowledge of working in different media to produce art.

### **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.

## **Theatre Arts II**

Standard

Credit: 1

Grade: 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Theatre Arts I & Teacher Recommendation)

This course is designed to cover all aspects of theatre production. Students are given the opportunity for actual experience through performance. Outside class rehearsals and performances are required. This course is designed for students that wish to further their theatre experience, in preparation for Advanced Theatre.

## **Advanced Theatre**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Theatre Arts I & Audition)

This course is to provide for the continued growth and development of the students' acting and technical skills through a hands-on approach to theatre. The student will be required to act, direct, or be technically involved in two full-length productions for public performance after school hours. Advanced theatre will emphasize artistic perception and creative expression, and will promote understanding of aesthetic, historical and cultural awareness, and the interconnections of the arts and other disciplines. Through creating theatre, students will grow in their ability to comprehend the world and to communicate with others.

## **Photography**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

This is an introduction to digital cameras and the programs associated with them. Students will learn how to shoot pictures and manipulate them using GIMP photo program. They will explore the elements of art, principles of design, and composition while exploring the genres of landscapes, architecture, still life, portrait, documentaries, journalism, etc. Since this class covers the use of digital cameras, a digital camera is strongly encouraged.

## **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.

## **Dance II**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Dance I & Teacher Recommendation)

This class will focus on ballet, tap, and jazz instruction. This course will include some theatre history as well as terminology and basic choreography. Students will be required to attend after school rehearsals and performances.

## **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 10<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.

### **Music History**

Standard

Credit: 1

Grade 10<sup>th</sup> -12<sup>th</sup>

Music history provides an overview of music from the Renaissance, Baroque, Classical, Romantic and Contemporary stylistic periods up through Rock and Roll, Country, etc. Parallels are drawn between historical events and their impact on the development of music. This course explores relationships between music and the other arts.

### **Music Theory**

Standard

Credit: 1

Grade 10<sup>th</sup> -12<sup>th</sup>

Prerequisites (Teacher Recommendation)

This class is intended to prepare serious music students for college level music. This course offers insight into the techniques and materials of music. Course content will cover music notation, harmony and analysis, form, aural skills, piano skills, chord progressions, scales, keys, meter, non-harmonic tones, and other concepts of music theory.

### **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, Anatomy & Physiology, Rehabilitation Careers, & Exercise Science
- **Nursing Services** – Intro to Health Science, Medical Therapeutics, Anatomy & Physiology, & Nursing Education

## **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.

### **Small Animal Science**

Standard Credit: 1 Grade 10<sup>th</sup>-12<sup>th</sup>  
Prerequisite (Agriscience)  
Small Animal Science is an applied course in animal science and care 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 small animals, as well as careers, leadership, and history of the industry.

### **Large Animal Science**

Standard Credit: 1 Grade 10<sup>th</sup>-12<sup>th</sup>  
Prerequisite (Agriscience)  
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.

### **Principles of Veterinary Science**

Standard Credit: 1 Grade 11<sup>th</sup>-12<sup>th</sup>  
Prerequisite (Small and Large Animal Science)  
This is an advanced course in animal science and care 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 principles of health and disease, basic animal care and nursing, clinical and laboratory procedures, and additional industry-related career and leadership knowledge and skills.

### **Greenhouse Management**

Standard

Credit: 1

Grade 10<sup>th</sup> -12<sup>th</sup>

Prerequisite (Agriscience)

This course covers principles of greenhouse structures, plant health and growth, growing media, greenhouse crop selection and propagation, and management techniques. It provides students with the technical knowledge and skills needed to prepare for further education and careers in horticulture production. Greenhouse Management is a dual credit course with statewide articulation.

### **Landscape and Turf Science**

Standard

Credit: 1

Grade 11<sup>th</sup> -12<sup>th</sup>

Prerequisite (Greenhouse Management)

This is an applied course designed to provide challenging academic standards and relevant technical knowledge and skills needed for further education and careers in landscape design, maintenance, and turf management. Content includes site analysis and planning, principles of design, and plant selection and care techniques. Upon completion of this course, proficient students will be prepared to pursue advanced study of landscaping and turf science at a postsecondary institution.

## **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.*

### **Nutrition Science and Diet Therapy**

Standard

Credit: 1

Grade 10<sup>th</sup> -12<sup>th</sup>

Prerequisite (Nutrition across the Lifespan)

Nutrition and Diet Therapy is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. The course covers the development of a nutrition care plan as part of the overall health care process. Methods for analyzing the nutritional health of a community are explored. Finally, the relationship of diet and nutrition to specific diseases will be researched including the role of diet as a contributor to disease and its role in the prevention and treatment of disease. *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.

### **Early Childhood Education Careers II**

Standard

Credit: 1

Grade 10<sup>th</sup> -12<sup>th</sup>

Prerequisite (ECEC 1)

Early Childhood Education Careers II (ECEC) allows students to continue the pathway in early childhood education and may lead to 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 and/or work-based learning opportunities. Students will receive a childcare industry recognized certificate upon completion of this course and articulated post-secondary education credit.

### **Early Childhood Education Careers III**

Standard

Credit: 1

Grade 11<sup>th</sup> -12<sup>th</sup>

Prerequisite (ECEC 2)

Early Childhood Education Careers III (ECEC) serves as a capstone course and further prepares students for employment and/or entry into post-secondary 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.



## **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.

### **Digital Arts & Design II**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Digital Arts I)

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

### **Digital Arts & Design III**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Digital Arts II)

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

## **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.

### **Commercial Interior Design**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Residential Interior Design)

This is the third course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Important components in this course include developing an understanding of specifications for commercial design, building technology, building codes, product applications, and product testing research and development. Students will work individually and in teams to make presentations to prospective commercial clients and defend their designs and presentation boards. Upon completion of this course, proficient students will be able to create three-dimensional pictorial representations of objects by way of size, shape, shading, and color using industry-standard software programs.

## **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.*

### **Business Management**

Standard

Credit: 1

Grade 10<sup>th</sup> -12<sup>th</sup>

Prerequisite (Business Communications)

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. *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.

### **Coding I**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Computer Science Foundations)

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

### **Coding II**

Standard

Credit: 1

Grade 11<sup>th</sup>-12<sup>th</sup>

Prerequisite (Coding I)

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

## **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.*

### **Marketing II – EVEN YEARS**

Honors (Approval Required from Marketing Teacher)

Credit: 1

Grade 10<sup>th</sup>- 12<sup>th</sup>

Prerequisite (Marketing I)

Marketing & Management II: Advanced Strategies is a study of marketing concepts and principles used in management. Students will examine the challenges, responsibilities, and risks managers face in today's workplace. Subject matter includes finance, business ownership, risk management, marketing information systems, purchasing, promotion, and human resource skills. *Students must be members of DECA and plan to compete at regional, state, and international conferences. Students must plan to write a 20-page paper and 10-minute presentation. There will be time spent out of class on research, projects, etc. DECA fees are \$15.*

### **Retail Operations – EVEN YEARS**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Marketing I)

This course offers a comprehensive view of retail from general information about retailers, consumers, and buying behavior to specific management, buying, systems and retail strategy. The Stampede Stop Shop will be used as the training and learning model for the class. Students will be responsible for managing and operating the store as a part of his/her grade. *DECA fees are \$15. Due by October 1 of each school year.*

### **Advertising and Public Relations – ODD YEARS**

Standard

Credit: 1

Grade 10<sup>th</sup>- 12<sup>th</sup>

Prerequisite (Intro to Marketing and Marketing I)

Advertising and Public Relations is an applied knowledge course focusing on the concepts and strategies associated with promoting products, services, ideas, and events. This course addresses skills essential to the creative side of the industry and explores consumer behavior patterns and motivations for buying. Upon completion of this course, proficient students will be able to demonstrate understanding in fundamental advertising and public relations concepts by creating an electronic portfolio of representative course projects. *DECA fees are \$15. Due by October 1 of each school year.*

### **Entrepreneurship (Advanced Level Competition Class) – ODD YEARS**

Honors (Approval Required from Marketing Teacher)

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Marketing I)

The course includes enhanced marketing information as it relates to entrepreneurial activities. Subject matter includes introductory entrepreneurial concepts, business plan development, management responsibilities, and legal and ethical issues of business ownership. *Students must be members of DECA and plan to compete at regional, state, and international conferences. Students must plan to write a 20-page paper and 10-minute presentation. There will be time spent out of class on research, projects, etc. 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 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.*

### **Medical Therapeutics**

Standard

Credit: 1

Grade 10<sup>th</sup>-12<sup>th</sup>

Prerequisite (Health Science Education)

This is an applied course designed to prepare students to pursue careers in therapeutic and nursing services. Upon completion of this course, a proficient student will be able to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments.

### **Anatomy & Physiology**

Standard

Credit: 1

Grade 11<sup>th</sup>-12<sup>th</sup>

Prerequisite (Health Science Education & Biology)

Anatomy and Physiology is designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems.

### **Nursing Education**

Standard

Credit: 1

Grade 11<sup>th</sup> -12<sup>th</sup>

Prerequisite (Medical Therapeutics and Anatomy & Physiology)

Nursing Education is a capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course students may sit for the Certified Patient Care Technician (CPCT) exam, or if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site-based clinical with at least 24 of those hours spent in a long-term care facility through a Department of Health approved program, they are eligible to take the certification examination as a Certified Nursing Assistant (CNA).

### **Rehabilitation Careers**

Standard

Credit: 1

Grade 10<sup>th</sup> -11<sup>th</sup>

Prerequisite (Health Science Education)

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

### **Exercise Science**

Standard

Credit: 1

Grade 11<sup>th</sup> -12<sup>th</sup>

Prerequisite (Rehabilitation Careers & Anatomy & Physiology)

This 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.

## **NATURE AND NEEDS**

### **Peer Buddy Mentor Program**

Standard

Credits: 1-3

Grade 10<sup>th</sup> -12<sup>th</sup>

Prerequisite (Completed Application, Teacher Recommendation, and Interview)

This class is designed for students who have a desire to work with students with disabilities. Characteristics we are looking for are strong leadership, patience, works well with others, and creativity. The peer will be asked to work one on one with a student or lead a group activity.

### **Senior Project**

Standard

Credit: No Credit

Grade 12<sup>th</sup>

Senior project experiences are academic/instructional activities that may take place away from the school premises. Students must accumulate 127 hours of project work.

## **VOL-STATE COMMUNITY COLLEGE CLASSES**

### **English Composition I-II Dual Enrollment**

Honors

Credit: 1

Grade 12<sup>th</sup>

Prerequisites (Admission to Volunteer State College, 3.0 GPA, and ACT composite and sub scores of 19)

Writing expository compositions based primarily on analysis of essays and literary works, emphasis on rhetorical modes, documentation skills, and revision.

### **College Algebra-Dual Enrollment**

Honors

Credit: 1

Grade: 12<sup>th</sup>

Prerequisites (Admission to Volunteer State College, 3.0 GPA, and ACT composite and sub scores of 19)

This course is designed for seniors who want to combine college and high school credit and still meet requirements for high school graduation. It is equivalent to college algebra class.

### **Fundamentals of Speech Communications-Dual Enrollment**

Honors

Credit: 1

Grade 11<sup>th</sup> -12<sup>th</sup>

Prerequisites (Admission to Volunteer State College, 3.0 GPA, and ACT composite and sub scores of 19)

This course is an introduction to the communications process, interpersonal communications, group discussion, and public speaking.

Students are required to prepare and deliver speeches.

### **Psychology-Dual Enrollment**

Honors

Credit: 1

Grade 11<sup>th</sup> -12<sup>th</sup>

Prerequisites (Admission to Volunteer State College, 3.0 GPA, and ACT composite and sub scores of 19)

This is a one-semester course designed to provide an overview of the field of psychology and human behavior. The topics of philosophy, history, biology, learning, personality, abnormal behavior, treatment, applied memory, intelligence, motivation, consciousness, perception, and sensory are included.