



Registration Book

2017-2018

Station Camp High School

School Administration

Main office phone - 451-6551

School fax - 451-6556

sch.sumnerschools.org

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	Melinda Norman	Students' Last Name S-Z

Counselors

Guidance office phone - 451-6553

Guidance fax - 206-6858

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

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

General Information

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. Year of entry will be the basis for determining graduation requirements. Classification is done at the beginning of the 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.

COURSE DESCRIPTIONS:

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.

Students who take and pass dual enrollment courses at a postsecondary institution must have their postsecondary credits accepted by their local high school for credit as a substitution for an aligned graduation requirement course, including general education and elective focus courses.

(Defined for Sumner County Schools)

- Dual Enrollment: High school juniors or seniors earn both Honors high school units and college credit upon successful completion of college level courses. Dual Enrollment courses 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.

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.

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. State-mandated content tests will count 25% of the second nine week's grade or will be adjusted according to state requirements. If students miss a state-mandated exam, the test must be made up during the state-designated test window or the student will receive an incomplete or a zero. Final exams will count 15% (for 2017-2018 sy) of the total grade. A final exam exemption policy will be determined by each school. Grade reporting for State of Tennessee state-mandated content tests will be in compliance with Sumner County Board of Education policy IHAA. For honors classes, three points shall be added to the final numerical grade. For Advanced Placement classes, five points shall be added to the final numerical grade. The final grade for all courses attempted will be posted on the student's official transcript*.

Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed 22 credit minimum. Students failing to earn a final grade of 70 in a course that has a state-mandated content test and whose disability adversely affects performance on that test will be allowed, through an approved process, to add to their state-mandated content assessment scores by demonstrating the state-identified core knowledge and skills contained within that course through an alternative performance-based assessment. The necessity for an alternative performance-based assessment must be determined through the student's individualized education plan (IEP). The alternative performance-based assessment will be evaluated using a state-approved rubric.

NCAA CLEARINGHOUSE CERTIFICATION

1. Graduate from high school

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

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

Enroll year	(2008 and Later)	(2005 and Later)	Division I	Division II
English Core			4 years	3 years
Math Core (Algebra 1 or higher)			3 years	2 years
Science Core (at least one lab course)			2 years	2 years
Social Science Core			2 years	2 years
From English, Math, or Science			1 year	3 years
Additional Core (English, Math, Science, Social Science, Foreign Language, Computer Science, Philosophy, Nondoctrinal Religion)			4 years	4 years
TOTAL CORE UNITS REQUIRED			16	16

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 or www.ncaa.org.

5. Complete a NCAA Clearinghouse Student Release Form available at 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 2nd term if they pass at least three (3) courses for credit during the 1st term.

OPTIONAL SCHOOL SETTINGS:

E. B. Wilson Virtual High School

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

R.T. Fisher Alternative High School

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

Sumner County Middle College

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

Middle Technical College High School

Middle Technical College High School (MTCHS) is a partnership between Sumner County Schools and Tennessee College of Applied Technology (TCAT). The campus is located in Portland adjacent to Portland East Middle School. Open to rising juniors and seniors in Sumner County, the school currently offers three programs of study including welding, computer information systems, and machine shop technology. Students successfully completing the program at MTCHS will have the opportunity to graduate with both a high school diploma and a TCAT certificate. For more information, visit www.mtc.sumnerschools.org

Virtual Classes

Through E.B. Wilson High School, a program of virtual classes is 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 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 E.B. Wilson Virtual High School Virtual School Registration for Part-Time Students. (EXHIBIT H)
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 Virtual 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. In order to meet requirements set forth by the *NCAA Clearinghouse*, 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. Attendance, discipline, availability of courses, availability of space, and appropriate progress will be considered for admission and removal from the program.

A student may participate when:

1. The parent of legal guardian gives written permission for the student to enroll **and**
2. The student has previously taken an initial, non-credit recovery section of the proposed course and have earned a grade of 50-69 **and**
3. The school has deemed participation appropriate.

If a student is seeking to recover credit for the first semester of a two (2)-semester course, the student may not receive the full credit for the course until they have enrolled in and passed the second semester of the course and taken any applicable End of Course examinations. (This will change after TBOE meeting).

In order to recover the credit, a student must demonstrate a minimum mastery in the Credit Recovery course curriculum which is aligned with Tennessee Curriculum Standards approved by the State Board of Education.

Students enrolled in credit recovery will be assigned a teacher of record (TOR) who must be endorsed and certified in the content area for which they are the TOR. Credit recovery facilitators are well trained in the use of the credit recovery program and work closely with each TOR on content and instruction. Sumner County uses the web-based program, PLATO, to administer credit recovery. Students in the credit recovery program will complete a skill-specific diagnostic, meet a timeframe based on student need, and master **all** skill-specific goals based on the diagnostic.

The Credit Recovery Lab will be opened before and/or after normal school hours and at other designated times. The student must complete all work while in the supervised computer lab.

The student must attain a passing grade **when averaged** with the grade in the original course. Upon successful completion of the course, the student’s original grade will be averaged with the student’s credit recovery score. The student will be given a P/F grade based on this average and receive a standard level credit for the course if the course is passed. The Credit Recovery grade will be recorded on the

student's transcript as a separate grade but will not be calculated into the student's GPA. It does not replace the "F" in the original course. Grades will be placed on the transcript, be listed under the TOR, and indicate that the credit awarded was a credit recovery (CR) grade.

*There is a \$50 fee required per course, this not to exceed \$100 per school year.

*The *NCAA Clearinghouse* will not accept a Credit Recovery course for credit to satisfy college athletic eligibility requirements.

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

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 9th 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 10th, 11th, or 12th grades will receive credits and be placed in classes based on passing a course-specific comprehensive written examination(s) administered and graded under the supervision of the principal or his/her designee of the high school at which the student is seeking enrollment.

SUMMER SCHOOL STATEMENT:

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

SCHEDULE CHANGES:

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

(1) Students register in the spring for the next academic year's courses.

(2) Prior to the beginning of the term, students will have an opportunity to make a schedule adjustment request. Student initiated schedule changes may be requested during the first two days of the term and are subject to approval by the school administration. Other schedule changes may be made during the term if extenuating circumstances exist and the school administration approves the changes.

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 or 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 and www.bot.tennessee.edu

Graduation Information

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:

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.

- A. To earn a regular high school diploma, students must (1) earn the prescribed twenty-six (26) credit minimum, (2) complete the ACT or SAT if enrolled in a Tennessee public school during their eleventh (11th) grade year, and (3) have a satisfactory record of attendance and discipline. This graduation requirement shall become effective for all students beginning with those students graduating during the 2017-18 school year.
- B. 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. An occupational diploma may be awarded to students with disabilities at the end of their fourth year of high school who have (1) not met the requirements for a regular high school diploma, (2) received special education services or supports and made satisfactory progress on an IEP, (3) have satisfactory records of attendance and conduct, (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education, and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

The following 26 credits shall be required for graduation.

Ready Core Curriculum Credits

English (English I, II, III, and IV).....	4
Mathematics*	4
Science**	3
Social Studies***	3
Wellness.....	1
Physical Education.....	0.5
Personal Finance.....	0.5
Foreign Language****	2
Fine Arts*****	1
Elective Focus*****	3
[Additional Sumner County electives†]	4
Total.....	26

* Students shall be required to achieve, by the time they graduate, at least the following: 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 individualized education program may take Algebra IA, Algebra IB, Geometry A, and Geometry B for their required math classes over four years. Students who complete any of the required math credits prior to the ninth (9th) grade may receive graduation credit for that coursework; however, those students are still required to enroll in a mathematics course during each high school year.

** Students shall be required to achieve, by the time they graduate, at least Biology I and either Chemistry or Physics and a 3rd laboratory science.

*** The social studies curriculum shall include United States History & Geography, World History & Geography, Economics, and U.S. Government & Civics.

**** Students must complete two (2) credits of the same Foreign Language. 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.

***** 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 junior or senior year to a Tennessee high school from a school in another state or from a non-public school, if the completion of the elective focus would prevent or delay graduation. Students who begin an elective focus in a Tennessee high school and transfer during the junior or senior year to another Tennessee 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.

11th GRADE ASSESSMENT

As a strategy for assessing student readiness for postsecondary education, every student enrolled in a Tennessee public school during their eleventh (11th) grade year shall take either the ACT or SAT. To receive a regular high school diploma, all students enrolled in a Tennessee public school during their eleventh (11th) grade year must take either the ACT or SAT. Students will receive one free ACT typically given on the state test date during second semester of junior year.

UNITED STATES CIVICS TEST

All high school students shall be given a United States civics test.

1. The test shall be comprised of 25 questions from the one hundred (100) questions that are set forth within the civics test administered by the United States citizenship and immigration services to persons seeking to become naturalized citizens. Multiple versions of the test are available for use in different schools and at different times.
2. A student shall pass the test if the student correctly answers at least seventy percent (70%) of the questions. Students may take the test as many times as necessary.
3. A student who has an individualized education program (IEP) under which the civics test is determined to be an inappropriate requirement for the student shall not be required to take the civics test.
4. A school all of whose seniors receiving a regular diploma, make a passing grade on the United States civics test shall be recognized on the Tennessee Department of Education's web site as a United States civics all-star school for that school year.
5. A passing grade is not a condition of receiving a regular diploma.

COMPUTER EDUCATION

Computer education is not specifically listed in the graduation requirements. However, T.C.A. §49-6-1010 requires every candidate for graduation to have received a full year of computer education at some time during the candidate's educational career. Computer science and courses such as digital art and design, architectural and engineering design, programming and logic, web design, and website development will also satisfy this requirement and serve as a complement to a student's elective focus.

PROJECT-BASED CIVICS ASSESSMENT

Sumner County has implemented a project-based assessment in civics at least once in grades nine through twelve (9-12).

1. The project-based assessment is created by the district and measures the civics learning objectives contained in the social studies standards and allows students to demonstrate understanding and relevance of public policy, the structure of federal, state and local governments and both the Tennessee and the United State constitutions.
2. "Project-based" means an approach that engages students in learning essential knowledge and skills through a student-influenced inquiry process structured around complex authentic questions and carefully designed products and tasks.

"MOVE ON WHEN READY"

A Sumner County Schools student may complete an early high school graduation program and be eligible for unconditional entry into a public two-year institution of higher education or conditional entry into a public four-year institution of higher education, if the student meets the requirements of this section [TCA§ 49-6-8301-8306].

Each student desiring to complete an early graduation program shall indicate to the high school principal the student's intent to early graduate prior to the end of the student's 9th grade (freshman) year. Sophomores may participate in an early graduation program with approval from the Instruction Department. The intent shall be indicated on a form provided by their high school and signed by the parent (Exhibit J). A student who completes the early graduation program must continue enrollment as a full-time student until the end of the second term of the school year in which the requirements are completed.

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

1. Earn 18 credits that include:
 - a. English I, II, III, and IV

- b. Algebra I and II
 - c. Geometry
 - d. United States History
 - e. Two (2) courses in the same foreign language
 - f. One (1) course selected from the following:
 - i. Economics
 - ii. Government
 - iii. World Civilizations
 - iv. World Geography
 - g. One (1) course selected from the following:
 - i. History and appreciation of visual and performing arts
 - ii. A standards based arts course, which may include studio art, band, chorus, dance or other performing arts
 - h. Health and Physical Education (Wellness)
 - i. Biology
 - j. Chemistry.
2. Have a cumulative GPA of at least 3.2 on a 4 point scale;
 3. Score at the advanced/mastery level on each End of Course assessment taken;
 4. Meet benchmark scores of:
 - 19 or higher on the ACT mathematics subtest or a 460 or higher on the SAT mathematics subtest and 18 or higher on the ACT English subtest and a 19 or higher on the ACT reading subtest or 450 or higher on the SAT critical reading subtest;
 5. Achieve a passing score on a nationally recognized (AP, for example) language proficiency assessment; and
 6. Completes two (2) credits in AP, IB, dual enrollment or dual credit courses.

A student pursuing early graduation through the Move on When Ready program may take two (2) high school English courses in an academic year.

A student pursuing early graduation through the Move on When Ready program must complete an intent form available from the department of education and submit it to her or his high school principal.

A student pursuing early graduation through the Move on When Ready program is exempt from any additional graduation requirements.

A student that completes the Move on When Ready program shall be awarded a regular high school diploma.

EARLY GRADUATION

Students may apply through their counselors for early graduation. Schools will submit: transcript that includes ACT/SAT and Civics requirements being met; current course schedule; foreign language, fine art waiver letter (if used); graduation checklist; and a signed letter or statement from the student and parent/guardian (unless the student is 18) requesting early graduation. In addition, principals provide a letter of support. School counselors will forward this packet to the high school instructional coordinator for further processing. Board approval is required.

ACADEMIC RECOGNITION/GPA

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 schedule will count in the number of honors and AP credits. Hence any virtual class taken in addition to a student’s normal school schedule (4 classes per semester) will not be counted in the number of honors and AP credits.
2. If the GPA and the number of credits are tied, the individuals at this level will share rank. If no students qualify for valedictorian or salutatorian at the highest recognition tier, then each successive tier will be reviewed for students with the highest GPA and, in case of a tie, with the highest number of honors and AP credits within that tier. Students other than valedictorian and salutatorian will be recognized only by the tier in which they fall not by a specific number.
3. Credits earned prior to entering the ninth grade will not be included in the computation of grade point average and academic recognition.

4. No transfer course will be awarded honors or AP credit unless so designated on the transcript. Honors and Advanced Placement transfer credit will be accepted only from schools accredited by the Tennessee Department of Education or those accredited by agencies approved by the Tennessee Department of Education.
5. Sumner County Schools will honor the letter grades reflected on the transcript of the transferring student from the Tennessee Department of Education's list of approved schools at http://www.tennessee.gov/education/schools/non_public_schools.shtml.
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.

STATE GRADUATION WITH HONORS AND DISTINCTION [R & R 0520-1-3.06]

1. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with "state honors."
2. Students will be recognized as graduating with "state distinction" by attaining a "B" average and completing at least one of the following:
 - a. Earn a nationally and/or state recognized industry certification.
 - b. Participate in at least one of the Governor's Schools.
 - c. Participate in one of the state's All State musical organizations.
 - d. Be selected as a National Merit Finalist or Semi-Finalist.
 - e. Attain a score of 31 or higher composite score on the ACT or SAT equivalent.
 - f. Attain a score of 3 or higher on at least two advanced placement exams.
 - g. Successfully complete the International Baccalaureate Diploma Program.
 - h. Earn 12 or more semester hours of transcribed postsecondary credit.
3. Students that voluntarily complete at least ten (10) hours of community service each semester the student is in attendance at a public high school shall be recognized at their graduation ceremony. Each local board shall develop a policy prescribing how these students will be noted and recognized.
4. Each school is authorized under Sumner County Board of Education approval of this guide to prescribe a manner in which "state honors", "state distinction", and/or #3 above will be noted and recognized at graduation.

DEPARTMENTS

LANGUAGE ARTS DEPARTMENT

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

RTI English

Standard Credit: 1 Grade 9th – 12th

Prerequisite (assigned after assessment)

Designed to provide tiered intervention to those students who struggle in the general education classroom. Once screened, students will be assigned small group classroom staffed with trained personnel using research based materials. Students will be given intense instruction to build basic competencies in English. Student's progress will continue to be monitored every two weeks or more. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

English I

Honors Credit: 1 Grade 9th

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 9th

Resource Credit: 1 Grade 9th

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 10th

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 10th

Prerequisite (English I)

Resource Credit: 1 Grade 10th

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 11th

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 11th

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
Prerequisite (English II) Credit: 1 Grade 11th

Resource
Prerequisite (IEP-Team Decision) Credit: 1 Grade 11th

This course is the study of the development of American literature. Several novels, vocabulary work, conducting a research project, and preparing for the Tennessee Writing Assessment are also covered in this class

English IV

Advanced Placement
Honors Writing Credit: 2 (Full Year) Grade 12th

Prerequisite (English III and a teacher recommendation; students are required to take Honors Writing 12 in the Fall Semester)
This advanced course focuses on analytical and critical skills for interpreting literature. There will be an emphasis on formal writing based on the course literature. It will also include a study of the themes and history of British literature. 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
Prerequisite (English III and a teacher recommendation) Credit: 1 Grade 12th

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
Prerequisite (English III) Credit: 1 Grade 12th

Resource
Prerequisite: (IEP-Team Decision) Credit: 1 Grade 12th

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.

Freshman Composition

Standard Credit: 1 Grade 9th

This class is open to any freshman. It will encompass all aspects of the writing process, develop basic grammar usage skills and build a deeper comprehension of the English language. The course is excellent preparation for English I, which will be taken in the spring semester of the same academic year. Grammar, reading comprehension, library skills, proofreading, revision, and basic spelling will be part of the curriculum.

Creative Writing I

Standard Credit: 1 Grade 11th-12th

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.

Creative Writing II

Standard
Prerequisite: (Creative Writing I) Credit: 1 Grade 11th-12th

Creative Writing II is a class for students wishing to learn how to publish a manuscript. Students work independently to create a manuscript under the guidance of the writing teacher, the last six weeks of the course go into specifics of writing queries and publishing their work.

Yearbook

Standard
Prerequisite (Teacher Recommendation) Credit: 2—all year Grade 10th – 12th

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.

Journalism I

Standard Credit: 1 Grade 10th – 12th
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 10th – 12th
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.

ACT Prep

Standard Credit: 1 Grade 11th – 12th
Prerequisite (19 or below on the PLAN/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

Latin I

Honors Credit: 1 Grade 10th – 12th
Prerequisite (English Teacher Recommendation)
This course introduces the various skills necessary for the study of a foreign language. Main emphasis is placed on vocabulary, grammar and English words derived from Latin, as well as translation skills and an introduction to the history of Rome and its culture. Students will become familiar with the many Latin terms and phrases currently used in modern Western culture. (\$5 fee for National Latin Exam)

Latin II

Honors Credit: 1 Grade 10th – 12th
Prerequisite (Latin I)
This course focuses on competency in the reading of the language. Intermediate vocabulary and more complex grammatical structures are stressed. Additionally, students explore Greek and Roman mythology and life. Professionals in the legal and health care fields are invited to address the class so as to make students aware of how Latin influences their fields. (\$5 fee for National Latin Exam)

Latin III

Honors Credit: 1 Grade 11th – 12th
Prerequisite: (Latin II and recommendation from Latin teacher)
We focus on the writings of Cicero, Virgil, Caesar, Ovid, Horatius, et cetera. Continued vocabulary and more complex grammatical structures are learned. Class celebrates the rites of a Roman Saturnalia feast (WITH togas) & also takes a field trip to explore and appreciate local examples of classical architecture followed by a "Roman" lunch at Amerigo's. (\$5 fee for National Latin Exam)

Spanish I

Honors Credit: 1 Grade 10th - 12th
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 10th - 12th
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 10th – 12th
Prerequisite (Spanish I Honors)
This course emphasizes intermediate vocabulary and grammatical structures that will strengthen reading/writing/listening/speaking skills.

Standard Credit: 1 Grade 10th – 12th
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 11th -12th
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.

Spanish IV

Honors Credit: 1 Grade 11th-12th
Prerequisite (Spanish III Honors)
Continuation of the Spanish language sequence. This course is designed to build proficiency in the Spanish language as well as prepare students for the Spanish V/AP Spanish Language and Culture course. Students will study variety of grammar and vocabulary topics as well as introduction into Spanish literature, while incorporating culture, speaking, listening, reading, and writing in the target language. The course is conducted almost entirely in Spanish. Students will be required to take the National Spanish Exam at the end of the course. This class is necessary to take the AP Spanish Language and Culture course which completes the 5-year sequence. Completion of this course ensures college-readiness Spanish for further language study, if desired.

AP Spanish Language and Culture

Honors Credit: 1 Grade 11th -12th
Prerequisite (Spanish III - Honors)
This class concludes the sequence of Spanish Language and Culture courses offered at the high school. All students are expected to take the AP Spanish Language and Culture exam upon completion of the course. The course is conducted almost entirely in Spanish, offering students opportunities to demonstrate their proficiency across the modes of communication in the Intermediate to Pre-Advanced range. Students develop a strong command of the Spanish language by integrating the three modes of communication: Interpretive, Interpersonal, and Presentational. All students broaden their knowledge of the various cultures that comprise the Spanish-speaking world through the thematic approach of the AP Spanish Language and Culture course.

German I

Honors Credit: 1 Grade 10th-12th
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 10th-12th
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.

French I

Honors Credit: 1 Grade 10th- 12th
Prerequisite (Teacher Recommendation)

Standard Credit: 1 Grade 10th- 12th
This course focuses on elementary/beginner level French learning. Emphasis is on vocabulary acquisition, pronunciation and grammar concepts as well as verbal, listening and writing skills. Introduction to French literature, art, cultural norms, idiomatic expressions, and francophone countries are included

French II

Honors Credit: 1 Grade 10th- 12th
Prerequisite (French I – Honors)

Standard Credit: 1 Grade 10th- 12th
Prerequisite (French I)
This course emphasizes intermediate vocabulary and grammatical structures used to strengthen interpersonal and writing skills. French history and its importance in world events are examined.

MATHEMATICS DEPARTMENT

RTI Math

Standard Credit: 1 Grade 9th - 12th

Prerequisite (assigned after assessment)

Designed to provide tiered intervention to those students who struggle in the general education classroom. Once screened, students will be assigned small group classroom staffed with trained personnel using research based materials. Students will be given intense instruction to build basic competencies in Math. Student's progress will continue to be monitored every two weeks or more. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Algebra A & B

Standard or Resource Credits: 2 Grade 9th - 10th

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 9th

Prerequisite (Teacher Recommendation & A or B in 8th Grade Algebra I)

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 and probability. A TI-84 Plus graphing calculator or higher is strongly recommended.

Standard Credit: 1 Grade 9th

Prerequisite (B or higher in Advanced 8th Grade Math)

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 and probability. A TI-84 Plus graphing calculator or higher is strongly recommended.

Geometry

Honors Credit: 1 Grade 10th

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 10th

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 11th -12th

Prerequisite: (IEP-Team Decision)

Algebra II

Honors Credit: 1 Grade 10th - 11th

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 11th

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 11th- 12th

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 problem 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 Mathematical Concepts (formally known as Finite Math)

Standard

Credit: 1

Grade 11th - 12th

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, or human resources. Provides in-depth study of financial mathematics, linear programming, and basic probability, counting techniques, combinatorial reasoning, problem solving approaches, logic and Boolean algebra sets, analysis of argument, and statistics beyond earlier courses. A TI-84 Plus graphing calculator or higher is strongly recommended.

Pre-calculus

Honors

Credit: 1

Grade 11th -12th

Prerequisite (Algebra II Honors and Geometry Honors)

This course is designed for students intending to complete AP Calculus their senior year. Topics discussed will include properties of functions, circular and right triangle trigonometry, solving triangles and analytical geometry. A TI-84 Plus calculator is strongly recommended.

Standard (formally known as Adv Alg/Trig)

Credit: 1

Grade 11th - 12th

Prerequisite (Algebra II and Geometry)

This course is designed for students who have an ACT Math score of 20 or above. Topics covered in this course 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

Credits: 2

Grade 11th - 12th

Prerequisite (B or better in Pre-calculus Honors and Teacher Recommendation)

The goal of Calculus AB is to foster the students' understanding of calculus and its applications through problems, explorations and solutions being expressed analytically, numerically, graphically and verbally. The concepts emphasized in this course will be functions, graphs and limits, derivatives, slope fields and integrals. Required- AP Calculus Exam in May. A TI-84 Plus calculator is strongly recommended.

Statistics

Advanced Placement

Credits: 1

Grade 11th – 12th

The purpose of the 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 science, and business. Topics will include probability, data collection, data representation, hypothesis testing, confidence intervals, and Chi-Square tests. Students should plan to take the AP Statistics Exam in May. A TI-84 Plus graphing calculator is strongly recommended.

Honors

Credits: 1

Grade 11th - 12th

Prerequisite (Algebra II and Teacher recommendation)

This is a college preparatory course to help students be able to understand and interpret the many pieces of data that surround their lives. According to the College Board, more than 200,000 students are enrolled in a Statistics course each semester. This is an opportunity to get a head start on topics which include data collection methods, data representation, probability, and statistical inference tests. A TI-84 Plus graphing calculator is strongly recommended.

SCIENCE DEPARTMENT

Physical Science

Honors

Credit: 1

Grade 9th

Prerequisite (Teacher Recommendation)

Honors physical science is an advanced first year course for high school freshmen. Emphasizes advanced application and science skills needed to understand the physical worlds we live in. Students will utilize laboratory activities, problem-solving and critical-thinking skills to enhance understanding and application of scientific reasoning. Basic algebra skills are crucial to success in problem solving. This course is meant to better prepare students for advanced courses such as chemistry and physics. Students will learn the basic concepts of Newton's laws, energy, structure of matter, chemical equations, etc.

Standard Credit: 1 Grade 9th - 10th
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 9th - 10th
Prerequisite (IEP-Team Decision)

Biology I

Honors Credit: 1 Grade 10th
Prerequisite (Teacher Recommendation)

Standard Credit: 1 Grade 10th -11th
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 Credit: 2 Grade 10th – 11th
Prerequisite (IEP-Team Decision)

Biology II

Honors Credit: 1 Grade 11th-12th
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 11th
Prerequisite (Teacher Recommendation and Algebra II)

Standard Credit: 1 Grade 11th
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 12th
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 11th -12th
Prerequisite (Algebra II, recommended Trig)

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 11th -12th
Prerequisite (Biology I and Chemistry I with a B average)

A & P takes the next step beyond Biology I into the inner workings of the human body and its functions. Enrichment will be added through additional dissection labs.

AP Biology

Advanced Placement Credit: 1 Grade 11th-12th
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 9th -12th

Prerequisite (Teacher Recommendation)

The honors course will require a summer reading (Remarque's **All Quiet on the Western Front** & Orwell's **Animal Farm**).

Standard Credit: 1 Grade 9th -12th

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.

Resource Credit: 1 Grade 9th-12th

Prerequisite: (IEP-Team Decision)

Ancient History

Standard Credit: 1 Grade 10th -12th

Course will examine the major periods of Ancient History from prehistoric - 1500 AD/CE. Major emphasis will be given to the Neolithic Revolution, the development of river valley civilizations, the rise of Greece and Rome, and the decline and fall of the Roman Empire.

U. S. History

Advanced Placement Credits: 2 (full-year) Grade 11th

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. The summer reading assignment for the AP class includes: **The Killer Angels** by Michael Shaara and **The Jungle** by Upton Sinclair. (Students will be tested over summer readings.)

Honors Credit: 1 Grade 11th

Prerequisite (Teacher Recommendation)

Students study the history of the United States from the end of Reconstruction to the present (approximately 1877-2014). As students examine our country's history, there will be increasing emphasis on reading and writing about historical events and primary sources from 1877 to the present. There will also be a brief review of the events in American history from prehistory to 1877. The six social studies standards of essential content knowledge (culture, economics, geography, governance and civics, history, individual groups and interactions) and processing skills are integrated for instructional purposes. Students will utilize different methods that historians use to interpret the past, including points of view and historical context.

Standard Credit: 1 Grade 11th

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.

Resource Credit: 1 Grade 11th

Prerequisite: (IEP-Team Decision)

African American History

Standard Credit: 1 Grade 10th-12th

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 12th

Prerequisite (Teacher Recommendation)

Standard Credit: ½ Grade 12th

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.

Resource
Prerequisite: (IEP-Team Decision) Credit: ½ Grade 12th

Economics

Honors
Prerequisite (Teacher Recommendation) Credit: ½ Grade 11th-12th

Standard
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. Credit: ½ Grade 11th-12th

Resource
Prerequisite: (IEP-Team Decision) Credit: ½ Grade 11th-12th

Current American Issues

Standard
A Social Studies course, contemporary issues focuses on the current events. Using 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. Credit: ½ Grade 12th

Personal Finance

Standard
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. Credit: ½ Grade 11th-12th

AP Human Geography

Advanced Placement
Prerequisite (Honors English) Credit: 1 Grade 9th 10th & 12th

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.

Psychology

Standard
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. Credit: 1 Grade 11th-12th

Sociology

Standard
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. Credit: 1 Grade 11th-12th

HEALTH/PHYSICAL EDUCATION DEPARTMENT

Lifetime Wellness

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

Lifetime Sports

Standard
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. Credit: 1 Grade 10th-12th

Weights and Kinesiology

Standard
Credit: 1 Grade 10th-12th

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 11th-12th

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

Strength and Conditioning

Standard

Credit: listed below

Grade 10th-12th

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 1st Term No credit

Basketball 1st 9 weeks 1/2 credit S & C

2nd Term 1 credit S & C

2nd 9 weeks No credit

Soccer (Girls) 1st Term No credit

3rd 9 weeks No credit

Soccer (Boys) 2nd Term No credit

4th 9 weeks 1/2 credit S & C

Softball 2nd Term No credit

Junior Reserve Officer Training Corps (JROTC)

Levels 1-8

Standard

Credit: 1-8

Grade 9th-12th

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 have the opportunity to 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 course of 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 9th -12th

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 10th -12th

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 9th -12th

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: 10th-12th

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.

Theatre Arts II

Standard

Credit: 1

Grade 10th- 12th

Prerequisite: (Theatre Arts I)

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 10th -12th

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 10th -12th

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 9th -12th

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 10th -12th

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 9th -12th

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 9th -12th

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.

Different styles of dance will be taught and choreography will be given to master these styles. You must have at least a double pirouette, grand jete, and correct body placement.

Fall Band

Standard

Credit: 1

Grade 9th-12th

An organization designed to teach team work, 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.

Spring Freshman Band

Standard

Credit: 1

Grade 9th-12th

An organization designed to teach team work, self-discipline, and develop higher level thinking skills necessary to express one's self through music. This course is designed for freshmen band students, students needing remedial work, and students wishing to learn a secondary instrument. The Spring Freshman 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. Upon the completion of their freshman year, students will have the opportunity to progress into the advanced group, the Spring Symphonic Band. For a more detailed description of the band program, consult the band website at www.stationcampband.org.

Spring Symphonic Band

Standard

Credit: 1

Grade 10th-12th

An organization designed to teach team work, 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.

Visual Ensemble-Flags

Standard

Credit: 1

Grade 9th-12th

Prerequisite (Teacher Recommendation)

This course is for students who have been selected for the Station Camp High School Visual Ensemble Corps. Auditions will be held in the spring. This is a fall class only.

Beginning Chorus/General Music

Standard

Credit: 1

Grade 9th-12th

Students will learn fundamentals of singing/vocal technique, performing for an audience, and learning to read musical notation and music terminology. Students will learn a wide range of appropriate choral literature. Opportunities will be given for students to perform for an audience at required performances including concerts and stage shows.

Select Chorus

Standard

Credit: 1

Grade 10th-12th

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 also perform in the annual musical. A higher level of artistry, musical ability, and exemplary behavior is necessary.

Music History

Standard

Credit: 1

Grade 10th-12th

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 10th-12th

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.

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 2017-2018 SCHOOL YEAR

- **Dietetics and Nutrition Counseling** - Nutrition Across Lifespan, Nutrition Science and Diet Therapy, Psychology
- **Childhood Development Services** – Early Childhood Education Careers 1, ECEC 2, ECEC 3
- **Fashion Design** - Visual Art 1, Foundations of Fashion Design, Fashion Design, Advanced Fashion Design
- **Marketing Management** – Intro to Marketing, Marketing 1, Marketing 2, Retail Operations, Advertising & Public Relations
- **Entrepreneurship** –Intro to Marketing, Marketing 1, Entrepreneurship, Business and Entrepreneurship Practicum
- **Business Management** - Intro to Business, Acct I or Bus Comm, Bus Mgmt, Bus & Entrepreneurship Practicum
- **Office Management** – Computer Apps, Business Communications, Business Management, Adv Computer Apps
- **Accounting** - Intro to Business, Accounting I, Accounting II, Statistics
- **Vet and Animal Science** -Agriscience, Small Animal Care, Large Animal Care, Vet Science
- **Ag Engineering and Applied Technology** - Agriscience, Ag Mechanics, Ag Power & Equipment, Ag & Biosystems Engineering
- **Horticulture Science** - Agriscience, Principles of Plant Science and Hydroculture, Greenhouse Management

AG FOOD AND NATURAL RESOURCES

Agriscience

Standard

Credit: 1

Grade 9th – 10th

Agriscience is an introductory laboratory science 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.

Principles of Ag Mechanics

Standard

Credit: 1

Grade 10th -11th

Prerequisite: (Agriscience)

Principles of Agricultural Mechanics is a course introducing students to basic skills and knowledge in construction and land management for both rural and urban environments. This course covers topics including project management, basic engine and motor mechanics, land surveying, irrigation and drainage, agricultural structures, and basic metalworking techniques.

Agriculture Power and Equipment

Standard

Credit: 1

Grade 11th -12th

Prerequisite: (Ag Mechanics)

Agricultural Power and Equipment is an applied-knowledge course in agricultural engineering with special emphasis on laboratory activities involving small engines, tractors, and agricultural equipment. The standards in this course address navigation, maintenance, repair, and overhaul of electrical motors, hydraulic systems, and fuel-powered engines as well as exploration of a wide range of careers in agricultural mechanics.

Agriculture and Biosystems Engineering

Standard

Credit: 1

Grade 11th- 12th

Prerequisite: (Ag Power and Equipment)

Agricultural and Biosystems Engineering is an applied course that prepares students for further study or careers in engineering, environmental science, agricultural design and research, and agricultural mechanics. Special emphasis is given to the many modern applications of geographic information systems (GIS) and global positioning systems (GPS) to achieve various agricultural goals. Upon completion of this course, proficient students will be able to pursue advanced training in agricultural engineering and related fields at a postsecondary institution.

Small Animal Science

Standard

Credit: 1

Grade 10th-12th

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 11th-12th

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 11th-12th

Prerequisite: (Small Animal Care or 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.

Principles of Plant Science and Hydroculture

Standard

Credit: 1

Grade 10th-11th

Prerequisite: (Agriscience)

Principles of Plant Science and Hydroculture focuses on essential knowledge and skills related to the science of plant growth. This course covers principles of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics. Upon completion of this course, proficient students will be prepared for more advanced coursework in horticulture science.

Greenhouse Management (Dual College Credit Option)

Standard

Credit: 1

Grade 10th-12th

Prerequisite: (Principles of Plant Science and Hydroculture)

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.

Dietetics and Nutrition

Nutrition across the Lifespan

Standard

Credit: 1

Grade 9th-10th

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.

Nutrition Science and Diet Therapy

Standard

Credit: 1

Grade 11th-12th

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.

EARLY CHILDHOOD DEVELOPMENT SERVICES

Early Childhood Education Careers I

Standard

Credit: 1

Grade 9th -10th

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 10th -12th

Prerequisite: (ECEC 1)

Early Childhood Education Careers II (ECEC) allows students to continue on 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 child care industry recognized certificate upon completion of this course and articulated post-secondary education credit.

Early Childhood Education Careers III

Standard

Credit: 1

Grade 11th -12th

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.

FASHION DESIGN

Foundations of Fashion Design

Standard

Credit: 1

Grade 9th -10th

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.

Fashion Design and Merchandising

Standard

Credit: 1

Grade 10th -12th

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.

Advanced Fashion Design

Prerequisite: Fashion Design

Credit: 1

Grades 11th -12th

Designed as the capstone course in the Fashion Design program of study. This course is designed to prepare students for further education and careers in the fashion industry. Through exposure to crucial business activities such as project management and product promotion, students will acquire advanced skills related to business professionalism, ethics, policies, and communication in the fashion industry. In addition, students complete a capstone project during which they will create artifacts to include in a professional portfolio. Upon completion of this course, proficient students will have artifacts of original fashion designs in a portfolio and will understand basic project management skills.

INFORMATION TECHNOLOGY AND BUSINESS

Computer Applications

Standard

Credit: 1

Grade 9th -11th

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 requires a computerized workstation for each student with operating system, word processing, database, spreadsheet, presentation, and networking resident software.)

Advanced Computer Applications

Standard Credit: 1 Grade 11th-12th
Prerequisite: (Computer Applications)

This is a capstone course in which students will learn necessary skills in problem solving using current and emerging integrated technology to include a variety of input technologies in the production of professional quality business documents and presentations. The course focuses on student choice, accountability and performance. Students increase their employability by working toward the attainment of high-level skills in the areas of integrated software applications, communication skills, ethical issues, human relations, leadership, self-management, and workplace management. Students may choose areas of specialization and achieve industry certification in areas such as word processing, spreadsheet applications, multimedia presentations, schedule and contact management, etc. This course may articulate to post-secondary education. (This course requires a computerized workstation and supportive software for required applications.)

Intro to Business (Freshmen Business)

Standard Credit: 1 Grade 9th-10th

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. (This course provides access to a computerized workstation for each student to complete computer applications using appropriate software.)

Accounting I

Standard Credit: 1 Grade 10th-12th
Prerequisite: (Intro to Business/Marketing or Computer Applications)

Accounting I introduces concepts and principles based on a double-entry system of maintaining the electronic and manual financial records for a sole proprietorship, a partnership, and a corporation. It includes analyzing business transactions, journalizing, posting and preparing worksheets and financial statements. (This course provides access to a computerized workstation for each student to complete financial applications using accounting and spreadsheet software.)

Accounting II

Standard Prerequisite: (Accounting I) Credit: 1 Grade 10th-12th

Accounting II is an advanced study of concepts, principles and techniques that build on the competencies acquired in Accounting I used in keeping the electronic and manual financial records of a sole proprietorship, a partnership and a corporation. Departmental, management, cost, and not-for-profit accounting systems are explored.

Business Communications

Standard Credit: 1 Grade 10th-12th

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.

Business Management

Standard Prerequisite: (Business Communications) Credit: 1 Grade 10th-12th

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.

Business & Entrepreneurship Practicum

Standard Prerequisite: (Business Management) Credit: 1 Grade 11th-12th

Business & Entrepreneurship Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion

of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures, or continue their study at the postsecondary level.

MARKETING

Intro to Marketing

Standard Credit: 1 Grade 9th- 11th (12th 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.*

Marketing I

Standard Credit: 1 Grade 9th-11th (12th 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 business person, 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.*

Marketing II – FALL SEMESTER ONLY (EVEN YEARS)

Honors Credit: 1 Grade 10th- 12th

Prerequisite: (Intro to Marketing, Marketing I and Written/Oral Evaluation for Admission)

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.

Retail Operations – SPRING SEMESTER ONLY (EVEN YEARS)

Standard Credit: 1 Grade 10th-12th

Prerequisite: (Intro to Marketing and 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. *Students must be members of DECA. DECA fees are \$15.*

Advertising and Public Relations – SPRING SEMESTER ONLY (ODD YEARS)

Standard Credit: 1 Grade 10th- 12th

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.

Entrepreneurship (Advanced Level Competition Class) – FALL SEMESTER ONLY (ODD YEARS)

Honors Credit: 1 Grade 10th-12th

Prerequisite: (Intro to Marketing and Marketing I and Written/Oral Evaluation for Admission)

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 30 page paper and 10 minute presentation. There will be time spent out of class on research, projects, etc. DECA fees are \$15.*

NATURE AND NEEDS

Peer Buddy Mentor Program

Standard

Credits: 1-3

Grade 10th -12th

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: 1-2

Grade 12th

This course will be for credit with a pass/fail grade not to be computed into the GPA. Senior project experiences are academic/instructional activities that may take place away from the school premises. Students must accumulate 127 hours of project work.

DUAL ENROLLMENT

*****A student can only enroll for dual enrollment with one institution per school year. Students may take multiple classes from that institution. Students must meet admissions requirements for the institution to enroll in the courses.**

Vol-State Dual Enrollment classes taught on SCHS campus

English Composition I-II

Honors

Credit: 1

Grade 12th

Admission to Volunteer State Required

Criminal Justice

Honors

Credit: 1

Grade 11th -12th

Prerequisites (Admission to Volunteer State College)

College Algebra

Honors

Credit: 1

Grade 12th

Fundamentals of Speech Communications

Honors

Credit: 1

Grade 11th -12th

Admission to Volunteer State Required

Medical Terminology

Honors

Credit: 1

Grade 11th- 12th

General Psychology

Honors

Credit: 1

Grade 11th – 12th

Introduction to Film

Honors

Credit: 1

Grade 11th – 12th

**For course descriptions please refer to flyer given at Registration Night by Vol-State.

Welch College Dual Enrollment classes taught on Welch College campus

TBA

Union University Experience Dual Enrollment classes taught on Union University campus

TBA