

# Morristown-Hamblen High School West

## Program of Studies



**Preparing Students for College and Career Readiness**

**Hamblen County Schools**

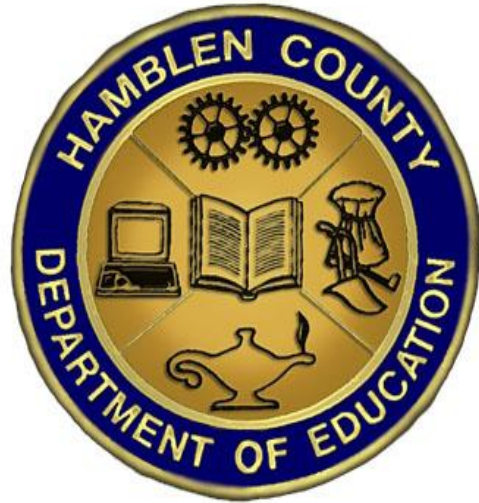
**2019-2020 School Year**

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## **Hamblen County Board of Education Members**

Dr. Joe Gibson, Jr., Chairman  
Dr. Shahin Assadnia  
Mrs. Carolyn Holt Clawson  
Mr. Roger Greene  
Mr. James Grigsby  
Mrs. Janice Haun  
Mr. Clyde Kinder



## **Hamblen County Department of Education**

Dr. Jeff Perry, Superintendent of Schools  
Mr. Hugh Clement, Assistant Superintendent  
Mr. Brantley Smith, Assistant Superintendent

## **Morristown-Hamblen High School West Administration**

Mr. Jeff Kinsler, Principal  
Mr. Calvin Decker, Assistant Principal  
Mr. Timothy Landefeld, Assistant Principal  
Mrs. Gwen Ledford, Assistant Principal

## **Morristown Hamblen High School West School Counselors**

Mrs. Renae Byrd  
Mrs. Erica Gillett  
Mrs. Melanie Justis  
Dr. Jill Reuschel



# Morristown-Hamblen High School West

Dear Students (and Parents),

Welcome to Morristown West High School. This Program of Studies is an important tool for you in establishing your high school academic plans. This document has been designed to acquaint you with your options and to guide you through the course selection process. With our 4X4 block scheduling, you will have the opportunity to take eight credits per year for a total of 32 classes over the length of your four-year high school career. Along with challenging academic and core courses, you will have opportunities through our Career Technical Education and Academic programs to either sample career areas of interest or get a head start on your life's work. We look forward to working with you to help you develop a High School Plan that you find challenging and enjoyable.

Your School Counselor will assist you in the registration process. Our desire is to help you realize your educational and career goals. Each of you will have an individual conference with a freshman academy teacher during advisement periods. Parents are invited and encouraged to attend these conferences. If a parent cannot attend, a course selection sheet will be sent home for parent signature. Counselors and teachers will be glad to assist students with choices but final responsibility rests with students and parents. There is flexibility built into our program so that if your desires change, we can adjust the four year plan. We want you to push yourself academically and take full advantage of provided opportunities.

Your time with us should be used wisely with sights set on providing sound preparation for your next step in life.....YOUR FUTURE. While that step may be the workforce or it might be higher education, our objective is to help you achieve at your highest desired level and we want your highest desired level to be beyond your comfort zone. We want you to push yourself! You can reach any goal, regardless of how lofty, if we work as a team....student, parent, teacher, school counselor, and assigned administrator. After you leave us we want you to look back on your experience here as one that was both challenging and fulfilling. Dream big because when we work together ....anything is possible!

Sincerely,

West High Administrators and Counselors

# Morristown West High Program of Studies Profile

Morristown-Hamblen High School West is accredited by the Tennessee State Department of Education and the Southern Association of Colleges and Schools.

## Mission Statement

Morristown-Hamblen High School West will provide a student-centered educational program, which promotes the enlightening of our students in three basic areas: Communication, Problem-Solving, and Responsibility.

## Administrators

Mr. Jeff Kinsler, Principal  
Mr. Calvin Decker, Assistant Principal  
Mr. Timothy Landefeld, Assistant Principal  
Mrs. Gwen Ledford, Assistant Principal  
Main Office: 581-1600

## School Counselors

Dr. Jill Reuschel (Students A - E)  
Mrs. Erica Gillett (Students F - L)  
Mrs. Renae Byrd (Students M – R)  
Mrs. Melanie Justis (Students S - Z)  
Counseling Office: 581-1600

## Program Planning

Developing a program of study is a vital step in the planning of educational and career goals. At Morristown- Hamblen High School West, it is the responsibility of the parents/guardians and students to exercise the initiative in developing the student's program. Other individuals who have a responsibility to assist in the program planning are the school counselors, teachers, and principals.

# Graduation Requirements

<b>English – 4 credits</b> <ul style="list-style-type: none"> <li>• 1 credit – English I</li> <li>• 1 credit - English II</li> <li>• 1 credit – English III, AP English Language, or Dual Enrollment Composition</li> <li>• 1 credit – English IV, AP English Literature, or Dual Enrollment Composition</li> </ul>
<b>Math – 4 credits</b> <ul style="list-style-type: none"> <li>• 1 credit – Algebra I</li> <li>• 1 credit – Geometry</li> <li>• 1 credit – Algebra II</li> <li>• 1 credit – an upper level mathematics course</li> </ul> <i>Students must be enrolled in a mathematics course each year.</i>
<b>Science – 3 credits</b> <ul style="list-style-type: none"> <li>• 1 credit – Biology I</li> <li>• 1 credit – Chemistry or Physics</li> <li>• 1 credit – an additional laboratory class</li> </ul>
<b>Social Studies – 4 credits</b> <ul style="list-style-type: none"> <li>• 1 credit – World History and Geography, Pre-AP (H) World History and Geography or AP Human Geography</li> <li>• 1 credit – U.S. Government and Civics, Pre-AP (H) U.S. Government and Civics, AP U.S. Government and Civics</li> <li>• 1 credit – U.S. History and Geography, AP U.S. History</li> <li>• 1 credit – Economics/Personal Finance, AP Economics/Personal Finance</li> </ul> <i>Marketing Education may substitute for the Economics portion, but students must take a separate Personal Finance course.</i>
<b>Wellness – 1 credit</b>
<b>Physical Education - .5 credit</b> <i>This requirement may be satisfied by substituting an equivalent time of physical activity in other areas including but not limited to marching band, JROTC, cheerleading, interscholastic athletics.</i>
<b>Fine Art – 1 credit*</b> <i>Courses include Art, Band, Choir, Theatre Arts.</i>
<b>Foreign Language – 2 credits in the same language*</b> <i>Courses include French, German, Latin, Spanish</i>
<b>Elective Focus – 3 credits</b> <i>Every student must earn 3 credits in an approved Academic or CTE focus area (see p. 7)</i> <i>Students completing a CTE elective focus must complete 3 units in the same CTE program area or state approved program of study.</i>
<b>Electives – 5.5 credits</b>
<b>Total = 28 credits</b>

*\*These requirements may be waived for students who are sure they are not going to attend college. Students will take additional courses to enhance and expand the elective focus.*

## Elective Focus- 3 credits

<b>Accounting</b> Intro to Business & Marketing Accounting I Accounting II AP Statistics	<b>Emergency Services</b> Health Science Education Medical Therapeutics Anatomy & Physiology Emergency Medical Services	<b>Science, Technology, Engineering, and Mathematics</b> STEM I: Foundation STEM II: Application STEM III: Context AP Calculus or AP Biology or AP Chemistry
<b>Agriculture Engineering and Applied Technologies</b> Agriscience Principles of Ag Mechanics Ag Power Equipment Agricultural & Biosystems Engineering	<b>Horticulture Science</b> Agriscience Principles of Plant Science & Horticulture Greenhouse Management Landscaping and Turf Science	<b>Sport and Human Performance</b> Health Science Education Anatomy & Physiology Rehabilitation Careers or Med. Therapeutics Exercise Science or Clinical Internship
<b>Automotive Maintenance and Light Repair (MLR)</b> MLR I MLR II MLR III or DE Auto Maintenance MLR IV or DE Auto Maintenance	<b>Human and Social Sciences</b> Intro to Human Studies Lifespan Development Family Studies Psychology and/or Sociology	<b>Teaching as a Profession (K-12)</b> Fundamentals of Education Teaching as a Profession I Teaching as a Profession II
<b>Audio/Visual Production</b> A/V Production I A/V Production II A/V Production III Applied Arts Practicum OR AP Lang	<b>Industrial Automation</b> Industrial Electricity I Industrial Electricity II Industrial Automation Work-based Learning Internship Opportunities	<b>Therapeutic Services</b> Health Science Education Anatomy & Physiology Medical Therapeutics OR Pharmacological Science OR Nutrition Science & Diet Therapy Clinical Internship
<b>Business Management</b> Intro to Business and Marketing Business Communications (Yearbook/Newspaper) or Accounting I SDC Introduction to Business	<b>J.R.O.T.C.</b> J.R.O.T.C. I J.R.O.T.C. II J.R.O.T.C. III J.R.O.T.C. IV	<b>Web Design</b> Computer Science Foundations Web Design Foundations Web Site Development
<b>Coding</b> Computer Science Foundations Coding I Coding II Coding Practicum	<b>Machining Technology</b> Principles of Manufacturing Principles of Machining I Principles of Machining II Manufacturing Practicum	<b>Welding</b> Principles of Manufacturing Welding I Welding II Manufacturing Practicum OR Dual Enrollment Welding
<b>Cosmetology</b> Cosmetology I Cosmetology II Cosmetology III	<b>Marketing Management</b> Intro to Business & Marketing Marketing & Management I: Principles Marketing & Mgmt II: Adv Strategies Work-Based Learning	<b>Remedial</b> Freshman Skills for Success Core Math Any remedial A classes (Algebra, Geometry, Biology)
<b>Criminal Justice and Correction Services</b> Criminal Justice I Criminal Justice II Criminal Justice III OR SDC Criminal Justice	<b>Nursing Services</b> Health Science Education Medical Therapeutics Anatomy & Physiology Nursing Education and/or Clinical Internship	<b>Fine Arts</b> Any three (3) Fine Arts courses beyond the required credit for Visual or Performing Arts (Art, Band, Choir, or Theater Arts)
<b>Cybersecurity</b> Computer Science Foundations Cybersecurity I Cybersecurity II	<b>Office Management</b> Computer Applications Business Communications (Yearbook/Newspaper) SDC Introduction to Business Advanced Computer Applications	<b>Advanced Placement Courses</b> Any 3 AP courses
		<b>Dual Enrollment</b> Any 3 Dual Enrollment courses
<b>Dietetics and Nutrition</b> Intro to Human Studies Nutrition Across the Lifespan Nutrition Science & Diet Therapy Psychology and/or Sociology	<b>Project Lead the Way</b> Intro to Engineering Principles of Engineering Digital Electronics or Aerospace or Computer Integrated Manufacturing	<b>Humanities</b> Any 3 Humanities courses beyond those required for graduation
		<b>Math and Science</b> Any 3 Math and/or Science courses beyond those required for graduation



# Graduation Recognitions

## Graduating with Honors

Tennessee graduates who score at or above the readiness benchmarks on the ACT or SAT will graduate with honors. The readiness scores are:

Subject	Score
English	18
Mathematics	22
Reading	22
Science	23

## Graduating with Distinction

Tennessee graduates who maintain a B average (GPA of 3.0 or higher) and complete an additional approved credential will graduate with distinction. Approved credentials include:

- National and/or state recognized industry certification
- Tennessee Governor's School
- All State musical organization
- Earn statewide recognition or award at a skill- or knowledge-based state tournament, convention, or competition hosted by a statewide student organization, and/or qualify for national recognition by a national student organization
- National Merit finalist or semi-finalist
- A composite score of 31 or higher on the ACT
- A score of 3 or higher on two AP exams
- 12 or more hours of transcribed post-secondary credit

## Tennessee Tri-Star Scholar

A student who earns a composite score of nineteen (19) or higher on the ACT, or an equivalent score on the SAT, and earns a capstone industry certification as promoted by the Department of Education, shall be recognized as a Tennessee Tri-Star Scholar upon graduation from high school.

## Work Ethic Diploma Distinction

The Tennessee Labor and Education Alignment Program (LEAP) has awarded a grant to Hamblen County in conjunction with the Tennessee College of Applied Technology (TCAT) of Morristown and Phipps Bend. Students may graduate with the Work Ethic Diploma Distinction by meeting certain standards. These standards place emphasis on areas such as tardiness, absenteeism, career awareness, and drug free status. Each standard has been assigned a certain number of points, and students must receive 20 points in order to qualify. All of these standards are based upon the input of business leaders, human resource and plant managers, community leaders, and post-secondary representatives. Students who earn the Work Ethic Diploma Distinction and meet certain job-related qualifications will be guaranteed an interview with 30 companies located in Hamblen, Hawkins, and Grainger counties.

## National Career Readiness Certificate (WorkKeys)

Students graduating with a gold or platinum medal on National Career Readiness Certificate (WorkKeys) shall be recognized at their graduation ceremony.



## Tennessee Seal of Biliteracy

Students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English will be awarded with the Tennessee Seal of Biliteracy. Students receiving this recognition shall meet the following criteria:

- Complete all English language arts (ELA) requirements for graduation with an overall grade point average of 3.0 or higher in those classes; and
- Demonstrate English proficiency through one (1) of the following:
  - Score at the on-track or mastered level on each ELA end-of-course assessment taken;
  - Score three (3) or higher on an Advanced Placement English Language or English Literature exam;
  - Score 22 or higher on the ACT Reading subtest or 480 or higher on the SAT evidence-based reading and writing subtest; or
  - Score 4.5 or higher on the WIDA Access, if the student is an English learner; **and**
- Score Intermediate-Mid or higher in all three (3) communication modes (interpersonal, interpretive, and presentational) on a world language proficiency assessment recognized by the American Council on the Teaching of Foreign Languages (ACTFL) or comparable assessment.

## Community Service

Students who voluntarily complete at least ten (10) hours of community service each semester the student is in attendance at a public high school shall be recognized at their graduation ceremony.

# Grading System

Grade reporting is done at the end of each nine weeks. The following grading scale is used at Morristown West High School:

<b>A</b>	<b>93 - 100</b>
<b>B</b>	<b>85 - 92</b>
<b>C</b>	<b>75 - 84</b>
<b>D</b>	<b>70 - 74</b>
<b>F</b>	<b>0 - 69</b>

Grades given at the end of each nine-week period will be determined from daily work and oral and written assignments. In computing the grade, the teacher will weigh the value of grades given for various assignments within the nine-week period. This procedure will enable the teacher to allow for individual differences in grading. Grades for the term will be determined by averaging the two nine-week averages and the term exam. Advanced or Honors Classes will get 3 extra points to the numerical average. Dual credit courses and industry certification aligned courses will get 4 points. Advanced Placement Classes will get 5 points. Progress reports are sent home at the mid-point of each nine-week grading period.

The GPA (grade point average) is the average of the letter grades earned in classes, divided by the total number of classes taken. Extra points are earned for taking advanced classes.

<b>Regular Classes</b>	A = 4	B = 3	C = 2	D = 1	F = 0
<b>Honors Classes</b>	A = 4.5	B = 3.5	C = 2.5	D = 1.5	F = 0
<b>AP Classes</b>	A = 5	B = 4	C = 3	D = 2	F = 0

# Work Based Learning

Students are required to remain in school for all four periods except for 11th and 12<sup>th</sup> graders who are enrolled in Marketing or Work Based Learning programs. They may be dismissed at 1:20 PM in order to report to work. Students may leave early only if their job requires them to report to work before 3:00 p.m., if they have met all other graduation requirements, and if they have parental permission. This program is also limited availability because each teacher can only supervise 25 students maximum per term. Only those students leaving early are eligible for work credit.

## Articulation

Articulation can provide a seamless transition between secondary and post-secondary education and allow students the opportunity to accrue credit or advanced hours at a post-secondary institution for course work completed at the high school level. These courses have the potential, either alone or in combination with related courses, to articulate into Tech Prep Program areas at either Walters State Community College or the Technology Center in Morristown. Cosmetology articulation may be arranged through the Technology Center in Knoxville. In order for a student to articulate credit from high school into a post-secondary program, the student must meet the following criteria:

- Student plans to pursue an Associate Degree, a certificate or approved apprenticeship in a technical career field following high school graduation. The student's Six-Year Educational Plan provides the necessary documentation of this requirement.
- Student's course of study includes at least 4 units in a career-technical area of concentration. (CTE)
- Student's course of study is a program with a formal Articulation Agreement between the high school and a post-secondary institution.

Some students may not choose to take advantage of the credit option; however, a student who desires to articulate credit must complete an articulation application and must meet the requirements for articulation specific to the post-secondary institution where credit is requested. Students may obtain the application for credit forms from their high school counselor, technology teacher, or at WSCC or TTC.

## Athletic Eligibility

To be eligible to participate in athletic contests at West High School, a student must be in good standing at West High School, meet all TSSAA regulations, have insurance, have the permission of his/her parents, have a physical examination, and live in the West High School zone. Incoming freshmen must have been academically promoted to the ninth grade in order to be eligible. Students in grades ten through twelve must have earned six credits the preceding school year. All credits must be earned by the first day of the school year. Subjects passed during Summer School will be considered part of the preceding school year. A student who is ineligible first term may become eligible second term by passing three courses first term and meeting the other aforementioned requirements. A student may not participate in athletics if his/her 19th birthday occurs on or before August 1. Beginning with the ninth grade, a student is eligible to participate in athletics for eight consecutive terms. According to Hamblen County Board of Education Policy, a student enrolled at West High must reside with his/her legal guardian in the West High zone in order to be eligible for athletic participation.

# NCAA Clearinghouse

In order to participate in college athletics and receive athletically-based financial aid, you must register with the NCAA Clearinghouse and meet academic and amateurism eligibility standards. You may register on line at <http://www.ncaaclearinghouse.net>. Upon registration, students will need to fill out the student release form and bring them to the counseling office. The NCAA has adopted new legislation that will require prospects who intend to enroll at NCAA Division I and Division II institutions to supply ACT or SAT scores to the Clearinghouse directly from the testing agencies. The test code for NCAA on the ACT is 9999. Test scores on an official high school transcript will no longer be usable for NCAA purposes.

## Course Selection and Schedule Changes

**The courses students select will be the basis for the employment of teachers and the development of the master schedule for the upcoming school year. Accordingly, when students and parents sign the course selection sheet, they are considered to have contracted to participate in all requested courses or chosen alternates.**

Be sure to list alternates for all elective courses. Otherwise, if the electives chosen are not available, courses will be scheduled at the discretion of the counselor or principal. Schedule changes will be limited. The counseling office will not be open during the summer.

### **Consideration for a schedule change will be made:**

1. If a student wishes to attempt to balance the academic load. (These requests will be considered on a space available basis only.)
2. If a student wishes to sequence courses due to special circumstances. (These requests will be considered on a space available basis only.)
3. If a student received a course for which he/she did not register. (When a student selects an alternate, the student has “registered” for that course.)
4. If a student passed a course that he/she assumed he/she would fail.
5. If a student failed a course required for graduation.
6. If a student failed a course, registered for the course again and was assigned to the same instructor. (Where possible and on a space available basis, the request will be considered.)

It is the student’s responsibility to contact the guidance office should he/she fail a course required for graduation and need to retake the following semester.

## Sequencing Courses

Only one grade level of English may be taken per school year. Principal’s permission to take two in one year may be granted in order to allow a student who failed English or other academic course to catch up with his class. Science classes cannot be doubled up in a year in order to finish requirements early but may be doubled in order to reach a more advanced level. This will be done on a space available basis.

# Attendance

**Attendance** is critical to success in high school. One 90 minute class is equal to two classes on a 6 period schedule. By state law, a student is petitioned to court if he/she misses 5 unexcused absences. Absences in excess of 10(unless medical, funeral, or legal excused) result in loss of credit. Students are required to continue attending classes even if credit has been denied.

# Testing

By state law, all high school students must take the ACT or SAT before receiving a high school diploma. All juniors are required take the ACT in the spring of their junior year. The test will be administered on a school day, and there is no cost to the student for this exam. In the fall of the senior year, there is an additional opportunity to take the ACT free of charge for all seniors.

**TNReady exams** are given for English I, II, Algebra I, II, Geometry, U.S. History, and Biology during the semester in which the course is taken.

Students enrolled in U.S. Government & Civics must take a **U.S. Civics Test**.

**Advanced Placement** Tests are given in May on the National AP Testing days. Students must make a passing score determined by individual colleges and universities in order to receive college credit.

# Freshmen Experience

Freshman eXperience (FX) at West High School is our organizational structure that we believe is essential to building a strong foundation for these young men and women to have a successful high school experience. All in-coming, first year freshmen, will be a part of FX. Each student will be assigned four core academic teachers who will work together with the other teachers through “academic teaming” to coordinate learning experiences and activities, resulting in academic success and a strong sense of belonging to West High School. We are positive that FX students benefit from this innovative approach to learning. We believe our approach to freshmen provides the structure and motivation, as well as encouragement necessary for each student to strive for his/her personal best.

# Rigorous Senior Year

As college admission and job opportunities become more competitive, it is necessary to continue a level of academic rigor. We encourage all students to take challenging courses during their senior year. All seniors are expected to take a Math, an English, and an Economics course during the 12th grade year. Seniors are still required to take 8 units of credit their senior year. After looking at everything that is traditionally available, if all requirements have been met, then other options are available. These will involve **costs** but may complement future plans.

With an application, eligible junior and senior students have the opportunity to enroll as *Dual Enrollment* students. Dual enrollment courses may count as credits required for graduation. Eligible students will qualify for the Dual Enrollment Lottery Grant, accessed through the Tennessee Student Assistance Corporation. This grant pays \$500 for the 1<sup>st</sup> class, \$500 for the 2<sup>nd</sup> class, \$200 toward the 3<sup>rd</sup> class, and no funds for the 4<sup>th</sup> class, up to \$1200 per year. Beyond the 4<sup>th</sup> class, students may be permitted to access Hope Scholarship funds (see page 45 for more information).

## Courses Offered at Morristown-Hamblen High School West

(Please note that not all courses listed in this guide are offered every year and therefore will not appear on this year's registration forms. They are included in this guide with the hope we will be able to offer them in the future.)

### English Courses

#### **Freshman Skills for Success**

Grade: 9

This course is designed to assist incoming freshman students in making a smooth transition into high school. Emphasis will be placed on teaching skills such as reading across the curriculum, organization and time management, project based learning, study skills, and the integration of technology.

#### **English I (H)**

Grade: 9 TNReady Exam

A course that seeks to integrate the standards of reading, writing, viewing and representing, and speaking and listening, students will work with a wide variety of texts, including traditional works of literature and practical and persuasive forms of communication that involves speaking and listening skills; the course emphasizes communication and critical thinking skills with attention to grammar, paragraph development, theme writing, and introduction to literary analysis.

#### **English I (R)**

Grade: 9 TNReady Exam

A course that seeks to integrate the standards of reading, writing, viewing and representing, and speaking and listening, students will work with a wide variety of texts, including traditional works of literature and practical and persuasive forms of communication that involve speaking and listening skills; the course emphasizes communication skills with intense attention to grammar, sentence structure, and paragraph development.

#### **English II (H)**

Grade: 10 TNReady Exam

A course that seeks to integrate the standards of reading, writing, viewing and representing, and speaking and listening, students will work with a wide variety of texts, including traditional works of literature and practical and persuasive forms of communication that involve speaking and listening skills; the course emphasizes communication and critical thinking skills with attention to grammar, essay development, theme writing, and beginning formal literary analysis.

## **English II (R)**

Grade: 10 TNReady Exam

A course that seeks to integrate the standards of reading, writing, viewing and representing, and speaking and listening, students will work with a wide variety of texts, including traditional works of literature and practical and persuasive forms of communication that involve speaking and listening skills; the course emphasizes communication skills with intense attention to grammar, sentence structure, essay development, and theme writing.

## **Advanced Placement English Language and Composition – English III**

Grade 11

The purpose of this course is to "engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes." This course is modeled after college composition courses "that teach students to read primary and secondary sources carefully and to synthesize material from these texts in their own compositions." **This class is taken with AP U.S. History in a year-long combined course.**

## **English III (H)**

Grade: 11

A course that seeks to perfect the integration of the standards of reading, writing, and viewing and representing, and speaking and listening, students will work with American Literature as the focus of literary works practical and persuasive forms of communication that involve speaking, and listening skills; the course emphasizes communication and critical thinking skills with attention to narrative, argumentative, and informative writing.

## **English III (R)**

Grade: 11

A course that seeks to begin perfecting the integration of the standards of reading, writing, viewing and representing, and speaking and listening, students will work with American Literature as the focus of literary works and practical and persuasive forms of communication that involve speaking and skills; the course emphasizes communication and critical thinking skills with attention to narrative, argumentative, and informative writing.

## **Advanced Placement Literature and Composition - English IV**

Grade: 12

A concentrated study of composition skills and an in-depth literature study on a college level, using college textbooks. Students are strongly encouraged to take the Advanced Placement test given nationwide in May, with the opportunity of receiving college credit or advanced placement in college. A research paper is required. Summer and fall reading are mandatory and will attribute to overall grading.

## **English IV (R)**

Grade: 12

A course that seeks to continue the integration of the standards of reading, writing, and viewing and representing, and speaking and listening, students will work with British Literature as the focus of literary works, and practical and persuasive forms of communication that involve speaking and listening skills; the course emphasizes communication and critical thinking skills with attention to theme writing. The completion of a research paper is required.

## **ELL**

This course is for students whose native or first language is not English. Students are given a test by the ELL teacher in order to enter and exit ELL. This class is required if the specified state score on the TELPA or ELDA is not met. ELL is a year-long course. Each year of ELL may replace up to two English requirements. Two regular English courses are required to meet graduation requirements.



## **ACT Preparation Study Skills**

Grades: 11-12

College Prep Study Skills is a course designed to emphasize the skills necessary for success on college entrance exams, particularly the A.C.T. Topics include reading with a purpose, note-taking, time management, college applications, application essays, activity resumes, business letters, and career information. Activities promote teamwork and communication skills are utilized.

## **Creative Writing**

Grades: 11-12

Creative Writing is a class for students who enjoy writing. During the course of the semester, we will author: a children's book, a script, an infomercial, and various other styles of writing.

# **Mathematics Courses**

*Placement for Freshmen is determined by standardized test scores and teacher recommendation.*

## **Math Interventions**

Grade 9

This course is taken simultaneously with Algebra I (year-long). This course provides a comprehensive study of the number system emphasizing symbolic algebraic notation. It is the entry level mathematics course that is designed for those students needing additional practice to succeed in Algebra I (year-long).

## **Algebra I – Math Interventions**

Grade 9 (two terms) (TNReady Exam); Requirement: Math Skills taken concurrently

This course emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial, rational and exponential functions with domains in the integers. Students explore the structures of and interpret functions and other mathematical models. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically.

## **Algebra I (R)**

Grade 9 (two terms) (TNReady Exam); Prerequisite: This course is for students who had 8<sup>th</sup> grade math in middle school.

This course emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial, rational, and exponential functions with domains in the integers. Students explore the structures of and interpret functions and other mathematical models. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically.

## **Algebra I (H)**

Grade 9 (two terms) (TNReady Exam); Prerequisite: This course is for students who were strong in 8<sup>th</sup> grade math and have their teacher's recommendation to take Honors Algebra 1 or for 8<sup>th</sup> grade Algebra 1 students whose math teacher recommends additional practice with algebra concepts.

This course covers all of Algebra I but also some additional topics and more challenging problems, thus giving a better background and stronger preparation for all higher mathematics and science courses.



### **Geometry (H)**

Grades 9 (two terms) (TNReady Exam); Prerequisite: This course is for students who had Algebra 1 in 8<sup>th</sup> grade, passed the class with at least a C, and have their 8<sup>th</sup> grade teacher's recommendation to proceed to Geometry.

This course covers all of Geometry but also an in-depth study of plane and solid geometry with emphasis on theory and formal proof. It will include an emphasis on algebra vocabulary and advanced algebra topics.

### **Geometry (H)**

Grades 9 (one term) (TNReady Exam)

Prerequisite: This course is for students who excelled in Algebra 1 in 8<sup>th</sup> grade and have their 8<sup>th</sup> grade teacher's recommendation.

This course covers all of Geometry but also an in-depth study of plane and solid geometry with emphasis on theory and formal proof. It is recommended for those students who have previously exhibited outstanding mathematical ability and express the desire to pursue enrollment in advanced mathematics.

### **Geometry (H)**

Grades 10 (one term) (TNReady Exam); Prerequisite: Honors Algebra I

This course covers all of Geometry but also an in-depth study of plane and solid geometry with emphasis on theory and formal proof. It is recommended for those students who have previously exhibited outstanding mathematical ability and express the desire to pursue enrollment in advanced mathematics.

### **Geometry (R)**

Grade 10 (one term) (TNReady Exam); Prerequisite: Regular Year-Long Algebra I

Geometry emphasizes similarity, right triangle trigonometry, congruence, and modeling geometry concepts in real life situations. Students build upon previous knowledge of similarity, congruence, and triangles to prove theorems and reason mathematically. This course also introduces students to geometric constructions and circles. Students show a progression of mastery and understanding of the use and application of surface area and volume. This course should be taken after Freshman Algebra I (year-long).

### **Algebra II (R)**

Grade 11 (two terms) (TNReady Exam); Prerequisites: Algebra I and Geometry

Algebra II emphasizes polynomial, rational and exponential expressions, equations, and functions.

This course also introduces students to the complex number system, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically.

### **Algebra II (H) (one term) (TNReady Exam)**

Grade 9; Prerequisite: At least a B in Honors Geometry (one term) with a teacher recommendation.

A rigorous college prep course designed for students who plan to major in mathematics or related fields in college or who are talented in mathematics. Emphasis is on polynomial, rational and exponential expressions, equations, and functions. This course also introduces students to the complex number system, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically.

### **Algebra II (H) (one term) (TNReady Exam)**

Grades 10-11; Prerequisite: Honors Geometry

A rigorous college prep course designed for students who plan to major in mathematics or related fields in college or who are talented in mathematics. Emphasis is on polynomial, rational and exponential expressions, equations, and functions. This course also introduces students to the complex number

system, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically.

### **Bridge Math/Non-SAILS**

Grade 12 ; Prerequisite: Algebra II with an ACT math sub-score 18 or below

Bridge Math is an ACT review of Algebra I, Geometry, and Algebra II, suggested for those students not meeting the math ACT sub-score of 19.

### **Bridge Math/SAILS (Seamless Alignment and Integrated Learning Support)**

Grade 12; Prerequisite: Algebra II with an ACT math sub-score 18 or below

Bridge Math is an ACT review of Algebra I, Geometry, and Algebra II, suggested for those students not meeting the math ACT sub-score of 19. (Based on State Department decisions and upon a student meeting the course requirements, students may earn a remedial college math credit.)

**SAILS** integrates the Tennessee Board of Regents Learning Support (developmental) math competencies with the Department of Education Bridge Math standards. SAILS utilizes a facilitated hybrid instructional model, combining the professional pedagogical expertise of the certified HS math teacher with dynamic properties of multimedia and digital content. Research supports that this blended system of teaching and learning is the most effective at engaging students with their work and increases their success rate.

### **Applied Mathematical Concepts**

Grade 12; Prerequisite: Algebra II with an ACT math sub-score of 19 or above. For students not planning to major in the physical sciences, engineering, mathematics, or computer science. Concepts includes the following domains and clusters: Financial Mathematics, Linear Programming, Logic and Boolean Algebra, Problem Solving, Investigate Logic, Organize and Interpret Data, Counting and Combinatorial Reasoning, Normal Probability Distribution, and Understand and Use Confidence Intervals.

### **Pre-Calculus (R) (Statewide Dual Credit)**

Grades 11-12; Prerequisite: Algebra II with teacher recommendation

This course is designed for those students who do not intend to take Calculus the following year. Pre-calculus is designed to prepare students for college level STEM focused courses. Students extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations. Topics for student mastery include vectors and matrix quantities, sequences and series, parametric equations, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data. At the end of the course, students will take the Pre-Calculus Statewide Dual Credit exam. Successful completion of the exam will allow students to earn both high school and college Pre-Calculus credit. There is no cost to the student to take the exam.

### **Pre-Calculus (H) (Not Dual Credit)**

Grades 11-12; Prerequisite: A or B in Algebra II (H) with teacher recommendation

Pre-calculus is designed to prepare students for college level STEM focused courses. Students extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations. Topics for student mastery include vectors and matrix quantities, sequences and series, parametric equations, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data. This course is recommended for advanced math students, including all students wanting to take AP calculus.

### **Advanced Placement Statistics**

Grades 11-12; Prerequisite: Honors Algebra II with teacher recommendation

AP Statistics is a rigorous, college-level course. All students in this class are required to take the AP Statistics test. Students who are interested in pursuing a college major that requires a Statistics credit should consider taking this course. Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major themes in Statistics include: interpreting categorical and quantitative data, conditional probability and other rules of probability, using probability to make decisions, and making inferences and justifying conclusions. There is a heavy emphasis on both math and writing skills, as students will be asked to explain, defend, and interpret their work.

### **Advanced Placement Calculus I/II**

Grade 11-12 (two terms) ; Prerequisite: Pre-Calculus (H) with teacher recommendation

This course is the "core" of all upper level math courses. Because of the nature of the course, college credit must be based on proficiency as results of the AP exam.

## **Science Courses**

### **Biology I (R)**

Grade 9 (TNReady Exam)

This is an introductory course in general biology, designed to meet the Tennessee state standards. This class will cover a wide range of topics that include the cellular basis of life, ecology, photosynthesis and cellular respiration, genetics and biotechnology, diversity of life, and evolution. Ongoing laboratory work and activities will supplement the topics covered.

### **Biology I (H)**

Grade 9 (TNReady Exam)

This introductory course is an accelerated study of living organisms. The class covers all Biology I Tennessee standards: basic life processes, diversity of life to include interactions and interdependence of species, the contributions of men and women to the understanding of biology, the ideas behind the theory of biological evolution, plus current and future biological technologies. Laboratory exercises will be used to reinforce and explore these concepts.

### **Physical Science (R)/ Physical Science Skills**

Prerequisite: Biology

This course includes the study of metric measurements and basic physics principles. The study of electricity as well as light energy, sound energy and waves are included. This course involves the Atomic Theory that includes the role of subatomic particles, the periodic table, and the matter-energy relationships in chemical changes. Math skills are needed for simple computations using formulas and conversions.

### **Chemistry (R)**

Prerequisite: Teacher recommendation

This course is designed to prepare students who plan to attend a 2 year or 4 year college or university. It will cover the structure and interactions of matter, manipulation of chemical quantities through laboratory practices, and problem solving practices.

## **Chemistry (H)**

Prerequisite: teacher recommendation

Students must be strong in math in order to be successful in honors chemistry. This course is an advanced introductory program in college preparatory chemistry. It blends theory with practice and calculations with descriptive chemistry. Emphasis is on problem-solving skills, atomic and molecular structure, states of matter, and chemical reactions.

## **Chemistry II (H)**

Prerequisites: Chemistry I Honors, Algebra II

This is the second course in the chemistry sequence. This course is **strongly** recommended for those students who plan on majoring in engineering or a field of science in college, as well as those that are interested in a health - related career. Chemistry II is an in-depth, comprehensive study of the topics covered in Chemistry I, but also explores some topics not covered in Chemistry I, such as kinetics and equilibrium. Students must have strong math skills for this course. Laboratory work is an integral part of Chemistry II and is more advanced than Chemistry I. Students will develop their laboratory skills, while applying chemical concepts to real world situations. This course will also serve as a pre-cursor to AP Chemistry and is required before taking AP Chemistry.

## **Advanced Placement Chemistry**

Prerequisite: Chemistry II (H) in the fall followed by AP Chemistry in the spring.

A continuation of Chemistry II, students will refine and master their experimental and analytical abilities in this chemistry course through laboratory and problem-solving situations. Topics will include kinetics, equilibria, thermodynamics and electrochemistry. Students will have the opportunity to test for Advanced Placement college credit in chemistry. This is a rigorous, college level class and is designed for college-bound students interested in majoring in science or engineering.

## **Physics (R) / Physics Skills**

Prerequisite: teacher recommendation

Students should take this course instead of Chemistry if their Algebra I scores are below a C.

This course is designed for students with an interest in science, mathematics, and engineering. Physics is the study of matter and energy. Topics of study include classical mechanics, motion, and momentum, energy forms of sound, heat, light, electricity, wave theory, and atomic theory. Investigations in laboratory and classroom demonstrations are included.

## **Physics (H)**

Prerequisite: Algebra II and teacher recommendation

This course is designed to develop an understanding of the relationship of man and the physical world. The content includes the description of physical properties and interactions of matter and energy, including equilibrium power, wave phenomena, mechanics, heat, electricity, magnetism, sound, light, spatial relativity and the particle nature of matter. Lab experiments accompany regular class work.

## **Anatomy and Physiology (H)**

Prerequisite: Chemistry and teacher recommendation

This course covers the structure and functioning of the human body. The course begins with an introduction to the human body and the key chemistry concepts needed to understand its processes. Laboratory experiences are provided related to the body system being studied and will include microscopy, data collection and analysis, and extensive dissection activities. Students will be required to engage in critical thinking and problem solving activities as well as research based projects. This class is recommended for students pursuing a health-related career.

## **Biology II (H)**

Prerequisite: Chemistry and teacher recommendation

Biology II is a beginning unit of biochemistry. This class provides a background for introductory college Biology concepts. Emphasis is placed on areas of cell structure and function, genetics and molecular biology. Extensive laboratory experiences are a major component of the course.

## **Advanced Placement Biology**

Prerequisite: Biology II and teacher recommendation

A continuation of Biology II, the Advanced Placement biology course is designed to be the equivalent of a college introductory biology course. The program aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. There is a minimum of 8 required labs from the AP program, along with related activities, included in the course.

## **Advanced Placement Environmental Science**

Prerequisite: Biology *and* Physical Science, Chemistry, or Physics and teacher recommendation

Advanced Placement in Environmental Science is designed to be the equivalent of a one semester course in college-level ecological studies. Students will cover a variety of topics such as ecosystems, populations, land and water issues, pollution and global climate changes. AP Environmental Science will have a heavy emphasis on lab-based inquiry and ongoing outdoor projects. In addition, there will be field trips and/or in-class experiences designed to expose students to various environmental issues.

# **Social Studies Courses**

## **World History and Geography**

Grade 9

This is a study of world history from 1750 to the present. Students will also learn fundamental concepts in politics, economics, and geography within the context of Modern World History.

## **World History and Geography – Pre-AP (H)**

Grade 9

This is a study of world history from 1750 to the present. Students will also learn fundamental concepts in politics, economics, and geography within the context of Modern World History. This class will also cover skills needed in Advanced Placement Social Studies classes. **Honors World History and Geography is designed for students preparing for AP courses in Social Studies.**

## **AP Human Geography**

Grade 9

This is a study of the world with an emphasis on its cultural characteristics and coverage of its physical characteristics. Topics covered in this class include population, cultural patterns and political organization of space, agricultural and rural land use, industrialization, economic development, and urbanization. This class will prepare students to take the Advanced Placement exam in Human Geography. Students may earn three hours of college credit by passing this exam.

## **U.S. Government and Civics**

Grade 10

This course will examine the foundations of American government with emphasis on the origins of our government, the Constitution, and federalism. It also includes a study of the three branches of government, civil liberties, civil rights, and state/local government.

## **U.S. Government and Civics - Pre AP (H)**

Grade 10

Topics covered in this class include Constitutional underpinnings of United States government, political beliefs and behaviors, political parties, interest groups, the mass media, three branches of government, public policy, civil liberties, and civil rights. This class will also cover skills needed in Advanced Placement Social Studies classes. **Honors U.S. Government is designed for students preparing for AP courses in Social Studies.**

## **AP Government and Politics: United States**

Grade 10

Topics covered in this class include the constitutional underpinnings of United States government, political beliefs and behaviors, political parties, interest groups, mass media, institutions of national government, public policy, civil rights, and civil liberties. This class will prepare students to take the Advanced Placement exam in Government and Politics: United States. Students may earn three semester hours of college credit by passing this exam.

## **U.S. History and Geography (TNReady Exam)**

Grade 11

This is a survey of American History that focuses on 1877 to the present. Students will also learn fundamental concepts in civics, economics, and geography within the context of United States History.

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

Grade 11

This course is a survey of American History from exploration to the present. This class will prepare students to take the Advanced Placement exam in U.S. History. Students may earn up to six hours of college credit by passing this exam. **This class is taken with AP Language in a year-long combined course.**

## **Economics/Personal Finance**

Grade 12

A study of how society, individuals, and businesses deal with the problem of unlimited wants and scarce resources. This course provides students with practical applications which will help them make wise economic choices.

## **AP Macroeconomics/AP Microeconomics**

Grade 12

An extensive study of how society, individuals, and businesses deal with the problem of unlimited wants and scarce resources. This class will prepare students to take Advanced Placement exams in Macroeconomics and Microeconomics. Students may earn three hours of college credit by passing the AP Macroeconomics exam and an additional three hours of college credit by passing the AP Microeconomics exam.

## **Psychology**

Grades 10 - 12

Students will study the development of scientific attitudes and skills, including critical thinking and problem solving. Students will also examine the structure and function of the nervous system, the process of sensation and perception, social and cultural diversity among individuals, memory, perspectives of abnormal behavior, and categories and treatment of psychological disorders. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life.

## **Introduction to Sociology (Statewide Dual Credit)**

Grades 11-12

Students will explore the ways sociologists view society and how they study the social world. In addition, students will analyze the nature of culture and the role it plays for the individual and society, the dynamics of social interaction and social structure, the roles played by groups and organizations in society, and the process of socialization. Students will analyze major social problems, changes that occur in society, and the impact of those changes. At the end of the course, students will take the Introduction to Sociology Statewide Dual Credit exam. Successful completion of the exam will allow students to earn both high school and college Introduction to Sociology credit. There is no cost to the student to take the exam. This class is based upon teacher recommendation.

## **Ancient History (H)**

An elective survey of the Ancient World from the Fertile Crescent to the Middle Ages and Renaissance. This class examines the early civilizations of Egypt, Greece, and Rome. Also, this course has an extended look at the development of major world religions. Ancient History is designed to prepare students for Advanced Placement courses in Social Studies by developing historical writing skills required in AP World History: Ancient and AP World History: Modern.

## **AP Psychology**

Grades 10-12

Psychology is the scientific study of how humans learn, think, feel, and behave. This class will prepare students to take the Advanced Placement exam in Psychology. Students may earn three semester hours of college credit by passing this exam.

## **AP World History Modern**

This is a new course from AP Central. World History has been split into two halves, with the temporal dividing line at 1200 AD. The course covers world events from 1200 AD to the present day. As with all AP courses, there is an emphasis on writing and preparation for the AP World History Modern exam. This course will be offered every other year, beginning spring 2020.

## **AP World History Ancient**

This new course from AP Central starts with the earliest beginnings of human history and ends at 1200 AD. As with all AP course, there is an emphasis on writing and preparation for the AP World History Ancient exam. This course will be offered every other year, beginning in spring 2021.

## **Contemporary Issues**

Grades 10-12

This course will facilitate student analysis of modern society's most pressing issues. Careful attention will be given to the roots of these important issues as well as their potential effect on our modern society. Students will be building upon their previous core of knowledge to develop fact-based opinions on these issues. The topics covered in this course vary based on the pressing issues of the day.

# **World Language Courses**

*The world languages department strongly recommends that students take the Level I world language course during the fall semester, immediately followed by the Level II world language course in the*



*spring semester of the same school year.* Levels I and II of each world language are designed to help students meet the world language requirement necessary for university admissions.

Due to the emphasis on grammatical concepts, it is recommended that students be proficient in English grammar before taking world language courses. The world languages department has developed an English grammar diagnostic test which will help students and parents have a clearer picture of a student's readiness for taking world language courses. If a student's skills (particularly grammar skills) are not strong in English, (s)he will have a difficult time in learning another language.

Any world language course requires students to learn a great deal of vocabulary and grammatical structures. One of the major goals of language classes is to prepare students for continued language study at the university level. Please ask any of the world language teachers for help in making this important decision of which language you should study. We would be honored to help you! We have materials available about each language and the benefits of taking it.

West High world language teachers want students to be successful. We encourage you to pick as your first choice the language in which you are most interested and which will help you in your career choice and future life experiences. Instead of settling for your second choice, your first choice will encourage you to have the best language experience possible.

### **French I**

Grades: 10-12

Students will learn basic French grammar and vocabulary which will give them the skills needed to communicate with those who speak and read French and will develop an appreciation for the French culture and people. Students are expected to speak in French in class to showcase what they are learning.

### **French II**

Grades: 10-12 Prerequisite: Teacher recommendation

Students will improve and expand their ability to communicate in French by studying more specialized vocabulary. Students will also learn more advanced grammar in French II and will particularly hone their writing and conversational skills. Students are expected to speak in French in class to showcase what they are learning.

### **French III (H) Fall semester only**

Grades: 11-12 Prerequisite: Teacher recommendation

The purpose of the third course of French is to solidify the grammar and vocabulary students have already learned in French I and II and to expand their knowledge of further vocabulary and advanced grammatical concepts. Particular emphasis is placed on spontaneous conversational skills and developing reading and composition abilities. This course is designed to help students prepare for a university French placement exam. French will be spoken almost exclusively in French III Honors.

### **French IV (H) / V (H) Spring semester only**

Grades: 11-12 Prerequisite: Teacher recommendation

The purpose of the fourth and fifth courses of French is to expand students' knowledge of further vocabulary and advanced grammatical concepts. Continued emphasis is placed on spontaneous conversational skills and developing reading and composition abilities. French will be spoken almost exclusively in French IV and V Honors.

### **German I**

Grades: 10-12

This course stresses primarily speaking and writing in German as well as understanding spoken German. Students are exposed to geography of German speaking countries & other cultural information.

## **German II**

Grades: 10-12

This continues the study of the language in a more detailed survey including reading the language. Students participate in cultural projects and research activities.

## **Latin I and II**

Grades: 10-12

Latin is a student-friendly and relaxed learning environment. The approach of this class is to make Latin useful and applicable in the modern day. This class is useful for those wishing to work in the medical field. Examples of what will be studied in this class are Latin language, mythology, ancient history, Latin/Greek roots and vocabulary, medical terminology, and, advanced English vocabulary from Latin roots. The class also improves ACT scores.

## **Spanish I**

Grades: 10-12

The purpose of Spanish I is to encourage interest in the language, culture, and history of Spanish-speaking countries and develop language skills knowledge needed to proceed to Spanish II. The class provides basic language skills needed to communicate on both written and oral formats in the Spanish language. The design of the course class requires a high level of participation from the students as they will be required to speak, read, write, and/or listen to Spanish on a daily basis. Students will develop an appreciation for Hispanic culture.

## **Spanish I (H)**

Grades: 10-12

In the honors section of Spanish I, students are expected to learn more vocabulary and complex grammatical structures than in the regular Spanish I course. The purpose of the course remains the same: to encourage interest in the language, culture, and history of Spanish-speaking countries and develop language skills needed to proceed to the honors section of Spanish II. It provides the same skills as the regular course, but on a more advanced level while also requiring a variety of additional projects and presentations throughout the semester. Students interested in taking Honors Spanish I should have at least a 2.5 GPA and a C in Honors English courses or a B in regular English courses. Teacher recommendation and/or a placement test may be required.

## **Spanish II**

Grades: 10-12

Spanish II offers all skills of communication and culture in a more advanced manner. In Spanish II, students will build upon the material skills learned in Spanish I and continue to develop language skills needed to proceed to college-level Spanish courses. Emphasis is placed on verb conjugations in various tenses, including past, future, and conditional. Students will spend more time practicing their use of the language in real-life situations. Although the prerequisite for Spanish II is a passing score in Spanish I, it is also recommended that the student receive at least a C average in Spanish I and maintain at least a B average in English courses.

## **Spanish II (H)**

Grades: 10-12

In the honors section of Spanish II, students are expected to learn more vocabulary and complex grammatical structures than in the regular Spanish II course. The purpose of the course remains the same: to build upon the material learned in Honors Spanish I and continue to develop language skills needed to proceed to college-level Spanish courses. It provides the same skills as the regular Spanish II course, but on a more advanced level while also requiring a variety of additional projects and presentations throughout the semester. Students interested in taking Honors Spanish II should have at least a C in Honors Spanish I or an A in the regular Spanish I course. Teacher approval is required.

### **Heritage Spanish I**

Heritage Spanish I is a course designed for heritage learners of Spanish who already have some oral language proficiency. This course accommodates Spanish-speakers from a wide range of linguistic backgrounds. Students will build upon their current language skills to develop language and cultural literacy, as well as their own creative expression. This course will guide students to develop a deeper appreciation for their own cultural heritage in addition to the cultures of other Hispanic countries. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate resources and websites. Students will understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities. Teacher recommendation and/or a placement test may be required.

### **Heritage Spanish II**

This course is designed to further develop and challenge students' abilities in speaking, reading, writing, listening, and cultural understanding in Spanish. Reading is a major component of the course, including newspaper articles, short stories, and novels. Students practice translating texts and interpreting spoken information. Students work to further develop their Spanish literacy and academic language skills, to learn more about their language and cultural heritage, and to enhance college and career opportunities as they become both bilingual and biliterate.

## **Music Courses**

### **Flag Corps**

Grades 9-12

After a student desiring to take Flag Corps has passed a tryout given by the band director, she may enroll with the director's permission. Flag Corps participates in parades, competitions, athletic half-time performances, etc. Many of the events are out of town.

### **Instrumental Music HS I, II, III, IV (Fall)/Marching Band**

Grades 9-12

For students with advanced musical and marching ability who have been selected by auditions given each summer. This band participates in parades, competitions, athletic half time performances, etc. Several of the events are out of town.

### **Instrumental Music HS I, II, III, IV (Spring)/Concert Band**

Grades 9-12

For students with advanced musical ability who have been selected through an audition process. This class covers a variety of styles of music as it prepares for concerts and competitions.

### **Vocal Music 2: Women's**

Grade 9-12 Prerequisite: audition by choral instructor & recommendation from two other teachers.

This ensemble is for students of voice. Emphasis is placed on development of proper vocal tone, basic music theory, sight singing, music history, creative self-expression and vocal performance. Attendance for all rehearsals and performances is mandatory. Uniforms are required and may be either purchased or rented each year.

### **Vocal Music 3: Advanced**

Grades 10-12 (2 terms) Prerequisite: audition by choral instructor & recommendation from two other teachers.

This ensemble is an advanced level course requiring a yearly commitment to excellence in vocal music performance for boys and girls. A wide range of choral literature will be explored from various periods and cultures, with the goal of performing at the highest level possible. Attendance for all rehearsals and performances is mandatory. Uniforms are required and may be either purchased or rented each year.

## Art and Performing Arts Courses

### **Art I**

Grades: 9-12

This course is designed for the student who wishes to fulfill the arts requirement and to experience a general knowledge of the elements of art. Emphasis is placed on helping students to understand a general knowledge of art to build upon in advanced art classes, if so desired. Exploration is in a variety of media, such as drawing, painting, clay, ink, etc.

### **Art II (Studio)**

(Must have 85 average previous Art class)

Grades: 10-12

Studio concentration on painting, sculpture and fine art media. Students in this class should have an interest in art production as well as art critique. This class could be used as a fulfillment of the Elective Focus Option with the addition of AP Studio 2-D, 3-D or Drawing.

### **AP (Advanced Placement) Studio Art 2-D**

Grades: 11-12

Prerequisite: Art II

AP 2-D Studio class is designed for students who are seriously interested in the practical experience of art. The emphasis of this class is to develop a portfolio of graphic arts based designs that comply with the Breadth, Concentration and Quality sections of the AP portfolio requirements. Students submit the portfolios for evaluation at the end of the school year.

### **AP (Advanced Placement) Studio Art 3-D**

Grades: 11-12

Prerequisite: Art II

AP 3-D Studio class is designed for students who are seriously interested in the practical experience of art. The emphasis of this class is to develop a portfolio of 3D based sculptural designs that comply with the Breadth, Concentration and Quality sections of the AP portfolio requirements. Students submit the portfolios for evaluation at the end of the school year.

### **AP (Advanced Placement) Drawing**

Grades: 11-12

Prerequisite: Art II

AP 2-D Studio class is designed for students who are seriously interested in the practical experience of art. The emphasis of this class is to develop a portfolio of graphic arts based designs that comply with the Breadth, Concentration and Quality sections of the AP portfolio requirements. Students submit the portfolios for evaluation at the end of the school year.

### **Theatre Arts I**

Grades: 9-12

Emphasis on basic acting techniques, expression of ideas, and basic scenery design and construction.

## **Theatre Arts II**

Grades: 10-12 Prerequisite: Theatre Arts I or teacher recommendation

Class covers all aspects of theater with hands on experience.

## **Theatre Arts III / Forensics**

Grades: 9-12

This class is designed for the college bound student to enhance one's public speaking skills. The focus of the class will be Debate, Extemporaneous Speaking, Original Oratory, Impromptu and After Dinner Speaking. Other topics will also be covered. Participation in Saturday tournaments is a requirement of this class.

# **Physical Education Courses**

## **Lifetime Wellness**

Grade: 9

In this course, through a combination of health and physical fitness students will: (A) apply knowledge of the human body to make decisions related to nutrition, mental and physical health promotion, injury prevention, and disease prevention and control; (B) learn to make correct decisions related to nicotine, alcohol, and substance abuse prevention; (C) develop a plan for maintaining personal fitness and health; and (D) demonstrate individual development in fitness and psychomotor skills to promote lifelong physical activity.

## **Physical Education II - Weight Training**

Grades: 10-12

A major fitness goal at the high school level is to build a positive attitude toward good physical health. This program offers a variety of activities, such as: flexibility, calisthenics, weight lifting, strength and conditioning, agility drills, rope jumping and running.

## **Physical Education II**

Grades: 10-12

A program to improve the quality of life by making available different options in relation to developing, maintaining, and enhancing fitness levels. Incorporating different types of fitness in walking, running, weight lifting, CrossFit, Zumba, yoga, and team building activities. This class is specifically tailored to females who might find interest in different types of fitness other than just weight lifting.

## **Course: Advanced P.E. Competitive Sports**

Grade Level: 10-12

Prerequisite: Successful completion of Wellness during the freshman year.

This course is offered to all students who need to fulfill their 1½ credits of physical education. The class is designed to prepare students for interscholastic/intramural sports and other advanced sporting endeavors. Advanced P.E. Competitive Sports will cover all of the following areas: weightlifting for strength and endurance, cardiovascular exercises, individual and team sports, plyometrics, agility, and flexibility training. Students must be highly motivated; this class will be taught at an advanced pace. Students will be introduced to a variety of exercise methods and techniques that will improve their overall physical fitness levels as well as introducing them to a variety of challenging and engaging sports.

# Business/ Marketing/ Technology Courses

## **Accounting I**

Grades 10-11; Prerequisite: Intro to Business/Marketing

Accounting I introduces concepts and principles based on a double-entry system of maintaining the electronic and manual financial records for a sole proprietorship, partnership and corporation. It includes analyzing business transactions, journalizing, posting, and preparing worksheets and financial statements.

## **Accounting II**

Grades 11, 12; Prerequisite: Accounting I

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, partnership and corporation. Departmental, management, cost and not-for-profit accounting systems are explored.

## **Computer Applications**

Grades 9, 10

This course is designed to develop computer technology skills. Students will improve keying net words per minute. Students will utilize Microsoft Office Word, Excel, PowerPoint, and Access. The students will develop skills that will assist them with efficient production; accurate production analysis; management of information and design and presentation of a multimedia project. Most all higher education programs and the workforce require basic computer skills. This course will prepare students to succeed in technology for entering the workforce or higher education.

## **Advanced Computer Applications**

Grades 11, 12; Prerequisite: Computer Applications

This course offers many Early Post-Secondary opportunities. Students have the chance to earn 3 industry certifications as a Microsoft Office Specialist. If a student passes one certification, he or she may graduate with distinction if a 3.0 GPA is upheld. Also, students may take a dual enrollment test at Walters State Community College at the end of the course. If the WSCC test is passed, students receive 3 hours college credit at WSCC for a \$25 fee. Students with Microsoft Office Specialist certifications will also be considered for summer internships with industry. This course is for students who want to advance their basic computer applications skills to be ready for job placement and upper level technology courses in college utilizing Microsoft Office Word, Excel, and PowerPoint. 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.

## **Business Economics/Personal Finance**

Grade 12

This course provides an in-depth study of fundamental concepts, free enterprise trading practices, and the various players in the economic system. Topics include the production, marketing, and distribution of goods and services, as well as the roles of financial institutions, the government, and the individual within the free enterprise system. Students will explore various careers related to the economy. International trade and economics have become an integral part of Business Economics. *This course fulfills the graduation requirements for Economics and Personal Finance.*

## **Business Communications (Newspaper)**

Grades: 10- 12 (two terms required meeting 2 credits unless approved by instructor first)

Prerequisites – Computer Applications. The teacher must accept a student from an application and recommendation.

This course strongly combines journalism writing and graphic design. Students must be strong writers and proficient in technology. They will learn to use the Desktop Publishing software InDesign CS6 and Adobe Photoshop CS6 to produce the school newspaper each month along with update the school website daily and produce graduation and honors bulletins, flyers, etc. Students are expected to be able to work independently and in teams to meet weekly deadlines. Students are responsible for selling ads in the community and attending events for news coverage outside of school hours. The students must learn to produce work without error so that it can be published and distributed outside the classroom. Advanced graphic design is studied as well as careers in journalism, writing, and graphic design. Visits to local journalism mediums and guest speakers provide additional information about career requirements in graphic design, writing, and journalism.

## **Business Communications (Yearbook)**

Grades: 10-12 (two terms required meeting 2 credits)

Prerequisite: Computer Applications. The yearbook advisor must accept a student from an application and teacher recommendation.

This course covers all of the necessary skills that are essential for the production of the school annual. Students must be strong writers and proficient in technology. Students are expected to be able to work independently and in teams to meet deadlines. Students are responsible for selling ads in the community and attending events for event coverage outside of school hours. Students must produce work without error. Classroom activities involve the following: photography, selling ads, writing captions, art work, organization of layout, collection of deposits, and picture and yearbook distribution.

## **Coding I**

Grades 10, 11; Prerequisite: Computer Science Foundations

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

## **Coding II**

Grades 11, 12; Prerequisite: Coding I

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

## **Computer Science Foundations**

Grades 9, 10

Computer Science Foundations is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Programming and



Software Development, and Web Design. As a result, students will complete all core standards, as well as standards in two of three focus areas.

Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.

### **Cooperative Methodology (Work-Based Learning)**

Grades 11, 12

Each student will be required to stay in school for all four periods except for 11th and 12th graders who are enrolled in Marketing I, Sports Event Planning or work based learning programs. They may be dismissed early (1:20) in order to report to work prior to 3:00 pm. Students may only leave early if their job requires it, if they have met all other graduation requirements, and have parental permission. For 1st term 1:20 work release students must be enrolled in Marketing I class. For 2nd term 1:20 students must be enrolled in Marketing II or Sports Event Planning. Students must be employed to be eligible for work release and must bring documentation of employment at the beginning of the year. The documentation must be on company letterhead, must state at what time the student is expected to report to work, and have a supervisor's signature. Students must have written parental permission to register for work release. One work credit is earned each semester. In order to earn one work credit, a student must average 18 hours of work per week. A total of 324 hours is required to earn one work credit. **Students must be enrolled in an appropriate Business or Marketing class and have 4th period work release the semester they intend to earn work credit.**

### **Cybersecurity I**

Grades: 10-11; Prerequisite: Computer Science Foundations.

Cybersecurity I is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in-house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information.

### **Cybersecurity II**

Grades 11, 12; Prerequisite: Cybersecurity I.

Cybersecurity II challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies and organizational security. Upon completion of this course, proficient students will be able to demonstrate an understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity.

### **Introduction to Business (Statewide Dual Credit)**

Grades 11, 12; Prerequisite: Introduction to Business & Marketing

Students in Introduction to Business 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. At the end of the course, students will take the Introduction to

Business Statewide Dual Credit exam. Successful completion of the exam will allow students to earn both high school and college credit for Introduction to Business. There is no cost to the student to take the exam.

## **Introduction to Business & Marketing**

Grades 9-10

This is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee Economics standards.

## **Marketing and Management I - Principles**

Grades 11, 12

This course's principle focus is on the study of marketing concepts and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge. Subject matter includes economics, marketing foundations / functions and human resource leadership development. Skills in communication, mathematics, economics and psychology are reinforced in this course. *This can substitute for Economics but students would have to take the Personal Finance Class. Membership in DECA required. **Work credit awarded only if student has 4th work release.***

## **Marketing & Management II Advanced Strategies**

Grades 11, 12; Prerequisite: Marketing & Management I

Marketing & Management II: Advanced Strategies is a study of marketing concepts and principles used in management. Students will examine the challenges, responsibilities, and risks managers face in today's workplace. Subject matter includes finance, business ownership, risk management, marketing information systems, purchasing, promotion, and human resource skills.

## **Personal Finance**

Grades 11, 12

This course is designed to educate young adults about their financial needs in becoming independent. The course covers personal issues such as checking accounts, credit cards, renting/buying a home, transportation issues, insurance needs, investing, and budgeting. It also reveals how today's economy, both nationally and globally, affects their standard of living. Career and educational needs are reviewed in order for young adults to consider proper career paths. Ethical and legal issues are intertwined with this course of study. Math computational skills are used in this course to fully quantify the consumer's needs. This course must be taken if Marketing and Management Principles is substituting for the Economics requirement.

## **Web Design Foundations**

Grades 10, 11; Prerequisite: Computer Science Foundations

This course prepares students with work related skills for advancement into postsecondary education or industry. Students will work on a live website for a local nonprofit company. Students will learn about setting up their own website for a business, domain names and hosting fees. Course content includes exposure to basic Web Design of learning HTML5, Cascading Stylesheets CSS, Dreamweaver, and Photoshop. The course content provides students the opportunity to acquire fundamental skills in both theory and practical application of Web Design and of leadership and interpersonal skill development.

## **Website Development**

Grades 11-12; Prerequisite: Web Design Foundations

Web Site Development builds on the skills and knowledge gained in Web Design Foundations to further prepare students for success in the web design and development fields. Emphasis is placed on applying the design process toward projects of increasing sophistication, culminating in the production of a functional, static website. As students work toward this goal, they acquire key skills in coding, project management, basic troubleshooting and validation, and content development and analysis. Artifacts of the work completed in this course will be logged in a student portfolio demonstrating mastery of skills and knowledge. Upon completion of this course, proficient students will be prepared to pursue a variety of postsecondary programs in the computer sciences.

# **Audio Visual Technology Courses**

## **A/V Production I**

Grades 9, 10

This offered for students interested in either the Audio and Video Technologies sub-cluster or the Journalism and Broadcasting sub-cluster of the arts and communication cluster. The overlap in these industries is extensive as can be witnessed in television, film, music, radio, newspaper, Web-cast, and entertainment just to name a few. This course is the entry-level course to prepare students for the media industry. Course content provides a broad-based exposure to audio, video, and journalism and broadcasting within the media industry. Upon completion of this course, students will be prepared to pursue advanced coursework in either audio and video technology or journalism and broadcasting.

## **A/V Production II**

Grades 10, 11; Prerequisite: A/V Production I

This offered in the audio and video technology sub-cluster to students who have completed Broadcasting I or obtained instructor's approval. Course content focuses on broadcast production technologies utilizing simulated and/or real-life projects. This course centers on production of various broadcasting products including, commercials, music, news, and interactive programming. The student will gain valuable insight into the many facets of broadcast production, including but not limited to concept creation, scripting, sound design, visual design, engineering, editing, budgeting, and producing, as well as exploring some of the latest advances in industry technology. Upon completion of this course, students will be prepared to pursue advanced coursework.

## **A/V Production III**

Grades 11, 12; Prerequisite: A/V Production II

This offered in the Journalism and Broadcasting sub-cluster to students who have completed Broadcasting I and Broadcasting II or obtained the instructor's approval. This course focuses on simulated real-life broadcast production and management. Projects center on in-house production of newscasts, special events, and original programming. The student will gain valuable insight into both audio and video sides of the broadcasting industry. Course content is composed of scripting, reporting, directing, editing, budgeting, and producing, as well as cameras, lights, sound, and set design. This course will explore the latest digital technology and applications, research, and future trends in the broadcast industry. Upon completion of this course students will be prepared to pursue post-secondary education or enter the broadcasting industry in an entry level position. The educational laboratories will assimilate broadcast facilities in the broadcast industry.

# Human Services and Education Courses

## **Introduction to Human Studies**

Grades 9, 10

Introduction to Human Studies is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. This course covers the history of counseling, career investigation, stress management, mental illness, communication, and the counseling process.

## **Lifespan Development**

Grades 10-12; Prerequisites: None

Lifespan Development builds basic knowledge in human growth and development. The course standards include developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. *(This course is taught every other year).*

## **Family Studies**

Grades 10-12; Prerequisites: None

Family Studies is an applied knowledge course that examines the diversity and evolving structure of the modern family. Course standards focus on the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family. *(This course is taught every other year).*

## **Nutrition Across the Lifespan**

Grades 10, 11; Prerequisite: Introduction to Human Studies

Nutrition Across the Lifespan 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**

Grades 11, 12; Prerequisite: Nutrition Across the Lifespan or Health Science Education

Nutrition Science 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.

## **Fundamentals of Education**

Grades 9, 10

Fundamentals of Education is a foundational course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers the history of education in the United States, careers in education, and the influence of human development on learning.

## **Teaching as a Profession I (TAP I)**

Grades 10, 11; Prerequisite: Fundamentals of Education

TAP I is an applied-knowledge course for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and

educational technology. Students in this course will conduct observations of educators at work and create artifacts for a course portfolio.

### **Teaching as a Profession II (TAP II)**

Grade 11-12; Prerequisite: TAP I

TAP II is an applied knowledge course for students interested in learning more about becoming a teacher, school counselor, librarian, or speech-language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating instruction, and strategies of effective classroom planning. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work.

## **Health Science Courses**

### **Health Science Education**

Grades 9, 10

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

### **Medical Therapeutics**

Grades 10, 11; Prerequisite: A minimum C average in Health Science

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

### **Rehabilitative Therapies** “C” or better in Health Science

Grades 10, 11 Prerequisite: Health Science Education

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

### **Anatomy & Physiology**

Grades 11, 12; Prerequisite: Chemistry

This course covers the structure and functioning of the human body. The course begins with an introduction to the human body and the key chemistry concepts needed to understand its processes. Laboratory experiences are provided related to the body system being studied and will include microscopy, data collection and analysis, and extensive dissection activities. Students will be required to engage in critical thinking and problem solving activities as well as research based projects. This class is recommended for students pursuing a health-related career.

### **Emergency Medical Services (Offered at Morristown East)**

Grades 11, 12; Prerequisites: Health Science Education, Medical Therapeutics, Anatomy & Physiology  
Emergency Medical Services is a capstone course in the Emergency Medical Services program of study and is designed to prepare students to pursue careers in the fields of emergency medicine. Upon completion of this course, proficient students will be able to: identify careers and features of the EMS system; define the

importance of workforce safety and wellness; maintain legal and ethical guidelines; correlate anatomy and physiology concepts to the patient with a medical or traumatic injury; and perform EMS skills with a high level of proficiency. If taught with an EMT instructor, students will be given the opportunity to sit for the National Emergency Medical Responder certification. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study. Each standard presumes that the expected knowledge and behaviors are within the scope of practice for that EMS licensure level, as defined by the National EMS Scope of Practice Model. Each competency applies to patients of all ages, unless a specific age group is identified. The standards also presume there is a progression in practice from the Emergency Medical Responder level to the Paramedic level. The descriptors used to illustrate the increasing complexity of knowledge and behaviors through the progression of licensure levels originate, in part, from the National EMS Scope of Practice Model. Note: If this course is taught for EMR certification, the program must be approved by the TN Department of Health, Office of Emergency Medical Services. Students enrolled in this course must be 17 years old before the course concludes.

### **Nursing Education**

Grades 11, 12; Prerequisite: Health Science with a C or higher grade, 16 years old, plus one other health science class prior to Nursing.

This is a capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course, if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site-based clinical with at least 24 of those hours spent in a long-term care facility, then they are eligible to take the certification examination as a Certified Nursing Assistant (CNA). Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality.

### **Exercise Science**

Grades 11, 12; Prerequisites: Health Science with a C or better and Rehabilitative Therapies and Human Anatomy & Physiology with a C or better. This class culminates with the student taking a national test to become a Certified Personal Trainer.

Exercise Science is an applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections, students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders. In addition, students have the opportunity to incorporate communication, goal setting, and information collection skills in their coursework in preparation for future success in the workplace

### **Clinical Internship**

Grade 12; Prerequisites: Medical Therapeutics or Rehabilitation Careers and Anatomy & Physiology or Exercise Science or Nursing Education.

Clinical Internship is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a prerequisite Health Science course. Upon completion of this course, proficient students will be able to pursue certification in the prerequisite course of Cardiovascular Services, Exercise Physiology, Medical Therapeutics or Pharmacological Services.

### **Pharmacological Science (Offered at Morristown East)**

Grade: 12; Prerequisites: teacher recommendation, Health Science Education, Anatomy & Physiology. Pre- or co-requisite: Clinical Internship.

Pharmacological Sciences is a third level applied course in the Therapeutic Services program of study intended to prepare students with an understanding of the roles and responsibilities of the healthcare worker in a pharmacy setting. This course equips students with the communication, goal-setting, and information-processing skills to be successful in the workforce, in addition to covering key topics in pharmacology, pharmacy law and regulations, sterile and non -sterile compounding, medication safety, quality assurance, and more. Upon completion of this course, proficient students who have also completed a clinical internship can apply to sit for the Pharmacy Technician Certification Board examination immediately after high school graduation. Health Science, Anatomy, and Clinical Internship. The clinical internship class should be taken before or in conjunction with pharmacological science. Students must be in a pharmacy internship. Students must be a senior in order to take this class. Also, students may sit for the Certified Pharmacy Tech class AFTER graduation and successfully completing the pharmacological sciences class and clinical rotation.

## Agriculture Courses

### **Agriscience**

Grades 9, 10

This 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. This course counts as a lab science credit toward graduation and college entrance requirements. This course is the foundational course for all Agriculture, Food and Natural Resources programs of study.

### **Principles of Plant Science and Hydroculture**

Grades 10, 11; 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.

### **Greenhouse Management**

Grades 11, 12; Prerequisite: Principles of Plant Science and Hydroculture

Greenhouse Management is an applied-knowledge course designed to prepare students to manage greenhouse operations. 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.

### **Landscaping and Turf Science**

Grades 11, 12; Prerequisite: Greenhouse Management

Landscaping and Turf Science is an applied-knowledge course designed to provide challenging academic standards and relevant technical knowledge and skills needed for further education and careers in landscape design, maintenance, and turf management. Content includes site analysis and planning, principles of design, and plant selection and care techniques.

### **Principles of Agricultural Mechanics**

Grades 10, 11; 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**

Grades 11, 12; Prerequisite: Principles of Agricultural Mechanics

Agriculture Power and Equipment is an applied 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.

Upon completion of this course, proficient students will be able to pursue advanced training in agricultural engineering and related fields at a postsecondary institution.

### **Agricultural and Biosystems Engineering**

Grades 11, 12; Prerequisite: Agriculture 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.

## **Advanced Manufacturing**

### **Industrial Electricity I**

Grades 9,10

This course will provide basic skills and knowledge related to residential and commercial electrical systems. Course content includes leadership development, safe practices, Ohm's law, installing conduit, conductors, residential and commercial electrical systems, and services according to National Electrical code (NEC) and local codes. This course gives students an introduction to the skill and knowledge base typically required for apprentice electricians.

### **Industrial Electricity II**

Grades 10, 11; Prerequisite: Industrial Electricity I

This is a course in which students will learn and practice intermediate skills related to electrical systems, with emphasis on commercial systems. Topics covered include overcurrent protection; sizing conductors; lighting systems; three-phase motors; motor control circuits; sizing raceways, boxes, and fittings; and connecting distribution transformers, including a laboratory experience conducted in a shop environment that supports electrical assembly projects by students. This course gives students a substantial skill and knowledge foundation typically required for apprentice electricians.

### **Industrial Automation**

Grades 11, 12; Prerequisite: Industrial Electricity II

Industrial Automation is the third course in the Advanced Manufacturing program of study being supported and fostered by the local community. In this course, students will learn and practice intermediate and advanced skills related to motor control. Topics include alternating current, motors, generators, transformers, PLC controls and schematics. The course curriculum has been developed between the high school and the local TCAT as a blended curriculum that will offer dual credit in post-secondary Industrial Electricity and/or Industrial Maintenance.

## **Principles of Manufacturing**

Grades 9-10

Principles of Manufacturing is designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Machining Technology, Electromechanical Technology, Mechatronics, and Welding. In order to gain a holistic view of the advanced manufacturing industry, students will complete all core standards, as well as standards in two focus areas. Throughout the course, they will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting. Course content covers basic quality principles and processes, blueprints and schematics, and systems. Upon completion of this course, proficient students will advance from this course with a nuanced understanding of how manufacturing combines design and engineering, materials science, process technology, and quality. Upon completion of the Principles of Manufacturing course, students will be prepared to make an informed decision regarding which Advanced Manufacturing program of study to pursue.

## **Principles of Machining I**

Grades 10-11; Prerequisite: Principles of Manufacturing

Principles of Machining I is designed to provide students with the skills and knowledge to be effective in production environments as a machinist, CNC operator, or supervisor. Upon completion of this course, proficient students will demonstrate safety practices concerning machining technology, proper measurement and layout techniques, reading and interpreting drawings and blueprints, production design processes, and quality control procedures. Upon completion of this course, students will be knowledgeable about potential postsecondary education and career opportunities related to machining technology and will be prepared to enroll in more advanced machining courses in high school.

## **Principles of Machining II**

Grades 11-12; Prerequisite: Principles of Machining I

Principles of Machining II is an advanced level contextual course that builds on the introductory skills learned in the entry-level manufacturing and machining courses, stressing the concepts and practices in a production environment supported by advanced machining and engineering facilities. Working with the course instructor and team members in a cooperative learning environment, students will design, produce, and maintain products that are defined by detailed technical specifications. Emphasis is placed on quality control, safety and engineering codes and standards, and production-grade machining systems, building on the learner's past knowledge, current experiences, and future conduct as a career machinist. Upon completion of this course, proficient students will be able to examine blueprints and specification drawings to plan and implement the manufacture of products, machine parts to specifications using both manual and computer controlled machine tools, and measure, examine, and test completed products to check for defects and conformance to specifications.

## **Welding I**

Grades 10-11

Prerequisite: Principles of Manufacturing

Welding I is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Proficient students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control. Upon completion of this course, proficient students will understand the requirements to pursue the American Welding Society (AWS) Entry Welder qualification and examination and will be prepared to undertake more advanced welding coursework.

## **Welding II**

Grades: 11-12; Prerequisite: Welding I

Welding II is designed to provide students with opportunities to effectively perform cutting and welding applications of increasingly complexity used in the advanced manufacturing industry. Proficient students will build on the knowledge and skills of the Welding I course and apply them in novel environments, while learning additional welding techniques not covered in previous courses. Specifically, students will be proficient in (1) fundamental safety practices in welding, (2) gas metal arc welding (GMAW), (3) flux cored arc welding (FCAW), (4) gas tungsten arc welding (GTAW), and (5) quality control methods. Upon completion of the Welding II course, proficient students will be eligible to complete the American Welding Society (AWS) Entry Welder qualification and certification.

### **Manufacturing Practicum**

Grades: 11-12; Prerequisite: A minimum of 2 credits in an Advanced Manufacturing program of study  
Manufacturing Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Advanced Manufacturing courses within a professional, working environment. While continuing to add to their technical skillsets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students will be able to work in teams to plan the production of a sophisticated product; develop troubleshooting and problem solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career and postsecondary opportunities. For all projects undertaken in this course, students are expected to follow the focus area in their chosen program of study (Machining Technology, Electromechanical Technology, Mechatronics, or Welding), while also refining skills previously acquired to achieve deeper levels of mastery. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in their chosen focus area. Students will have the opportunity to apply for several intern/apprenticeships in local manufacturing facilities.

### **Fundamentals of Construction**

Grades 9,10

This is a foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts.

## **Auto Maintenance and Light Repair**

### **Maintenance and Light Repair I (MLR I)**

Grades 9, 10

This course prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing all of the MLR courses, students may enter automotive service industry as an ASE Certified MLR Technician.

### **Maintenance and Light Repair II (MLR II)**

Grades 10, 11; Prerequisites: MLR I

This course prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all of the MLR courses, students may enter automotive service industry as an ASE Certified MLR Technician.

### **Maintenance and Light Repair III (MLR III)**

Grades 11, 12; Prerequisites: MLR II; Credits: 2 (Year-long class)

This course prepares students for entry into Maintenance and Light Repair III. Students study and service suspension and steering systems and brake systems. Upon completing all of the MLR courses, students may enter automotive service industry as and ASE Certified MLR Technician.

### **Maintenance and Light Repair IV (MLR IV)**

Grades 11,12; Prerequisites: MLR II; Credits: 2 (Year-long class)

The Maintenance and Light Repair IV class prepares students for entry into the automotive workforce or into post-secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills. Upon completing all of the MLR courses, students may enter automotive service industry as and ASE Certified MLR Technician.

## **Pre-Engineering Project Lead the Way**

### **Introduction to Engineering Design**

Grades 9, 10; Prerequisite: Algebra I [may be concurrent]

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software.

### **Principles of Engineering**

Grades 10, 11; Prerequisite: Introduction to Engineering Design or instructor approval

A course that helps students to understand the field of engineering or engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. During this course students build water rockets as well as a robot designed to compete in the VEX robotics competition in Chattanooga, TN. The course also includes concerns about social and political consequences of technological change.

### **Digital Electronics**

Grades 11, 12; Prerequisite: Introduction to Engineering Design or instructor approval

This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Students build robots and then compete against their classmates.

### **Aerospace Engineering**

Grades 11, 12; Prerequisite: Introduction to Engineering Design or instructor approval

This course teaches the properties of powered and non-powered flight. Students learn through a variety of methods including, building and tuning balsa wood gliders, launching and calculating the properties of flight for “ignition” type rockets and visiting a working airport. Students also learn about the obstacles and triumphs of manned space flight.

### **CIM Computer Integrated Manufacturing**

Grades 11, 12; Prerequisite: Introduction to Engineering Design or instructor approval

Learn concepts of robotics and automated manufacturing by creating 3-D designs with modeling software and producing real working models of their designs. Students design, build and test cardboard boats and take part in a local cardboard boat race.

### **STEM I: Foundation (Offered at Morristown East)**

STEM I: Foundation is a foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering and mathematics. This course covers basic skills required for STEM fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in both the engineering design and the scientific inquiry processes.

### **STEM II: Applications (Offered at Morristown East)**

Prerequisite: STEM I

This course is a project-based learning experience for students who wish to further explore the dynamic range of STEM fields introduced in STEM I: Foundation. Building on the context and critical thinking frameworks of STEM I, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Upon completion of this course, proficient students will have a thorough understanding of how scientists and engineers research problems and methodically apply STEM knowledge and skills; and they will be able to present and defend a scientific explanation and/or an engineering design solution to comprehensive STEM-related scenarios.

### **STEM III: STEM in Context (Offered at Morristown East)**

Prerequisite: STEM I, STEM II

This is an applied course in the STEM career cluster which allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities. This course builds on STEM I and II by applying scientific and engineering knowledge and skills to a team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting.

## **Cosmetology**

*\*Students that commute to Morristown East from Morristown West are provided transportation on a school bus to transport students between schools at no charge. Students are not allowed to utilize their own transportation when commuting between schools.*

### **Cosmetology I (Offered at Morristown East)**

Grade Levels 9, 10; Credits – 1

This course is designed to introduce you to an exciting career as a professional cosmetologist. You will be introduced to hair and scalp care, hair cutting, hairstyling techniques, nail care and cosmetic applications. These procedures will enhance the beauty and attractiveness of you and your future clients. As you progress through your training, you will gain hands on experience and the added confidence to excel in the beauty industry. Upon completion of this course, you will be prepared for advancement into Cosmetology II.

### **Cosmetology II – Design Principles of Cosmetology (Offered at Morristown East)**

Grade Levels 10, 11; Prerequisite: Cosmetology I; Credits – 2

This course is designed to advance your knowledge and skills in haircutting, hair styling techniques, nail care and skin care in a salon setting. You will also be introduced to chemical procedures performed in the salon such as permanent waving, chemical relaxing and hair coloring. Upon completion of this course, you will be ready to advance into Cosmetology III.

### **Cosmetology III – Chemistry of Cosmetology (Offered at Morristown East)**

Grade Level 11, 12; Prerequisite: Cosmetology II; Credits – 2

This is an advanced course designed for the aspiring cosmetologist. In this class, you will perform work



related services using chemicals. You will apply your knowledge and skill in performing hair coloring, permanent waving and chemical relaxing. You will receive advanced training in nail care including the application of artificial nails. Each student will have the opportunity to compete in local, regional and state competitions. Upon completion of this course, you will be ready to advance into a technical or private school to prepare for licensure as a cosmetologist.

## Air Force Junior R.O.T.C.

Air Force JROTC provides leadership training and an aerospace science program for high school students. Secondary school students who enroll in the AFJROTC program are offered a wide variety of curricular and extra-curricular activities. The program explores the historic and scientific aspects of aerospace technology and teaches high school students self-reliance, self-discipline and other characteristics found in good leaders. The AFJROTC program is open to 9th-12th grade students who are citizens of the United States. The program is not a recruiting tool for the military services and those students who participate in AFJROTC do not incur any obligation to the Air Force.

The objectives of Air Force Junior ROTC are to educate and train high school cadets in citizenship and life skills; promote community service; instill a sense responsibility; develop character and self-discipline through education and instruction in air and space fundamentals and the Air Force's core values of "integrity first, service before self, and excellence in all we do."

Aerospace science comprises 40 percent of the curriculum, leadership education 40 percent, and health and wellness for life training 20 percent. All students who successfully complete AFJROTC classes are granted credit toward graduation. Classroom study includes the heritage of flight, principles of aircraft flight and navigation, human requirements of flight, development of aerospace power, aerospace vehicles, rocketry, space and technology programs, and the aerospace industry. Students are also introduced to military customs and courtesies, citizenship in the United States, first aid, wellness, health and fitness, basic drill and ceremonies, effective communications, management, human relations, and life after high school. All uniforms and curriculum materials are provided by the Air Force.

To reinforce what is learned in the classroom, cadets participate in many outside activities such as field trips to military bases, aerospace facilities and industries, museums, civilian airports and other areas related to aerospace education.

Cadets also participate in parades, leadership laboratory activities, civilian air rifle marksmanship programs, drill team competitions, color and honor guards, military balls, and honorary academic groups. Many AFJROTC units complement the curriculum through the cooperation and resources of organizations such as the National Aeronautics and Space Administration, Civil Air Patrol, and the National Endowment for Financial Education.

### **JROTC I—Aerospace Science I (Offered at Morristown East)**

The course provides an overview of aerospace science and furthers the building of basic knowledge and skills to function in today's technical world. Studies include the history of flight, modern aerospace developments, attitude and discipline, study habit and time management, drug and alcohol abuse, first aid, health and wellness, and drill ceremonies. Field trips to military bases and museums, aircraft orientation flights, club activities, summer leadership camp, and other extracurricular activities add to classroom activities and are an important part of the program.

### **JROTC II—Aerospace Science II (Offered at Morristown East)**

This course helps students develop knowledge of the cause of weather, the effects of flight on the human body, aircraft flight, and air navigation. Leadership training is further developed to permit that student to function as

art of the cadet staff and lead in co-curricular activities, such as parades and color guards. The program is supplemented by field trips to military bases and museums, club activities, summer leadership camp, drill team, color guard, and other extracurricular activities available to interested students.

### **JROTC III—Aerospace Science III (Offered at Morristown East)**

This course provides an exploration of space and an introductory to astronomy. Students learn the history of astronomy, including introductory Newtonian astrophysics; the Earth's physical properties; the Moon's characteristics and effect on the Earth; and the make-up of the Solar System. Human relations, communications skills, logic and problem solving are further developed in the leadership phase. Field trips to military bases and museums, drill meets, summer leadership camp, and a variety of extracurricular activities supplement class-work. Emphasis is given to participation in the cadet organization and competitive drills. Physical fitness is incorporated into this program and is 20% of the overall grade.

### **JROTC IV—Aerospace Science IV (Offered at Morristown East)**

This course of aerospace studies provides an emphasis upon developing the individual's knowledge of leadership and communicative skills. Academic include life success skills, including the unlocking Your Potential series, the National Endowment for Financial education Program, High School Financial Planning, and other management skills needed to lead a Corps of Cadets. Emphasis is placed on participating in the overall operation of the cadet organization and competitive drill as hands-on training. Field trips and a variety of co-curricular activities, planned and carried out by the students, are important parts of the course. Physical fitness is incorporated into this program and it 20% of the overall grade.

### **JROTC V— Aerospace Science V (Offered at Morristown East)**

This course is an advanced is an advanced program in aerospace studies with continued emphasis on developing leadership and management skills for senior students. Academic concentration is on the management and leadership skills inherent in all leadership roles, both military and civilian. The students are provided with active supervision by the instructors, the students are provided hands-on experience for the operation of all the AFJROTC Cadet Corps activities. Physical fitness is incorporated into this program and is 20% of the overall grade.

## **Criminal Justice Courses**

### **Criminal Justice I**

Grades 9, 10

Criminal Justice I is the first level of study of criminal justice careers. This course prepares students for work-related knowledge and skills for advancement into the second level of criminal justice careers. Course content focuses on areas comprised of planning, managing, and providing judicial, legal, and protective services. This course is an overview of the criminal justice system and builds a better understanding of the development of laws on state and federal levels. New technology and career opportunities in criminal justice are an integral part of the course content.

### **Criminal Justice II**

Grades 10, 11; Prerequisite: Criminal Justice I

Criminal Justice II will offer an in-depth study of criminal justice careers in which current issues will be discussed and debated. Local, state, and federal laws will be analyzed. Subject matter will include a comparison of the criminal justice careers in the United States with other countries. Students will have opportunities to participate in mock trials and field trips with criminal justice careers emphasis. Course content will introduce new technology, effects of forensic analysis, and career opportunities. The course is designed to assist students with success in passing the WSCC Dual Credit exam and preparing students for future success on the Introduction to Criminal Justice Statewide Dual Credit exam.



### **Introduction to Criminal Justice (Statewide Dual Credit)**

Grades 11, 12; Prerequisites: Criminal Justice I, Criminal Justice II

This course covers topics including theory and criminal justice system overview, courts and law, law enforcement, corrections, and juvenile justice. At the end of the course, students will take the Introduction to Criminal Justice Statewide Dual Credit exam. Successful completion of the exam will allow students to earn both high school and college Introduction to Criminal Justice credit. There is no cost to the student to take the exam.

### **Criminal Justice III**

Grades 11, 12; Prerequisites: Criminal Justice I, Criminal Justice II

Criminal Justice III is designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the scientific inquiry to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of this course, proficient students will be able to identify careers forensic science and criminology, summarize the laws that govern the application of forensic science, and draw key connections between the history of the forensic science system and the modern legal system.

## **Special Services Department & Extended Resource Program**

### **Resource**

Grades: 9-12

The Resource Program at West High School offers a variety of courses taught on various grade levels which are designed to meet the special needs of the students.

### **Extended Resource**

Grades: 9-12

This program is designed to meet the special needs of students with extensive learning disabilities which prohibit their educational needs being met in the traditional classroom environment.

## **AP (Advanced Placement Program)**

West High School is very proud of the Advanced Placement Program. Through college-level AP courses and testing, you have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. The AP courses are taught on a college level at the high school. Then the students sit for an AP exam covering the class material. All AP exams are given in May and the cost is approximately \$87.00. This seems like a lot of money for a test but in comparison to a college class this is a real deal. There are also payment options available throughout the year.

Reasons to take AP level classes:

Get a head start on college-level work.

Improve your writing skills and sharpen your problem-solving techniques.

Develop the study habits necessary for tackling rigorous course work.

Demonstrate your maturity and readiness for college.

More than 90 percent of four-year U.S. colleges and universities grant credit or placement for qualifying AP Exam grades.

### **AP Policy**

Students and parents need to think about the commitment it takes to be enrolled in AP classes. They are rigorous. The student and parent will have to sign an AP contract committing to the level of work required.

**You will not be allowed to drop an AP class.** You will need to do some research to see if the AP program is right for you. Talk to your current teachers and any teacher of an AP class you are considering.

## **Dual Enrollment Courses**

Dual Enrollment opportunities are available for juniors and seniors with a 3.0 unweighted GPA or an ACT composite score of a 21. The Tennessee Lottery supplies a dual enrollment grant (DEG) through the Tennessee Student Assistance Corporation. The grant is available for up to \$500 for the first course, up to \$500 for the second course, and up to \$200 for the third course. No award is available for the fourth course. The student is responsible for the remainder of the payment and any required books or other materials. Dual enrollment students must maintain a 2.75 college GPA to remain eligible to continue receiving the grant for future semesters. One high school credit is given for a 3 hour college class.

The following policy is in place for high school students that choose to take dual enrollment classes at any local college: College grades are reported as letters. The following conversion scale will apply, unless a specified number grade is given by the college.

Conversion chart for college grades to high school grades:

A = 97

B = 89

C = 79

D = 74

F = 69

**It is the student's responsibility to turn in a final transcript to the counseling office to receive high school credit. All college classes must be taken during 1ST and/or 4th blocks. No student will be allowed to come to West HS campus, leave and then return. NO attendance points will be added to dual enrollment classes.**

Popular dual enrollment courses include Composition I and II, Early American Literature, Modern American Literature, Modern United States History, Introductory Statistics, Finite Mathematics, Calculus I and II, Computer Applications, Introduction to Psychology, Introduction to Sociology, and Fundamentals of Communication. Composition I may serve as a substitute for English III or English IV. Composition II may serve as a substitute for English III or English IV. Modern United States History may serve as a substitute for U.S. History & Geography.

## Career Ready Track Program

The Career Ready Track Program is designed for students who are interested in entering careers immediately after high school and are identified as AT PROMISE\* students. All students must: be at least 16 years old, pass a drug screen, work to obtain the Work Ethic Diploma of Distinction, have a Work Based Learning (WBL) coordinator, complete the Personalized Learning Plan (PLP), be OSHA 10 certified, and take the WorkKeys assessment. Career Track students will attend the focus academy, attend monthly development sessions (finance, digital citizenship, resume writing, etc.), meet weekly with the WBL coordinator, complete the PLP, work 4-6 hours daily (M-F) at \$10.00/hour, and will be assigned a mentor in the community or at the place of employment. Students will be identified by graduation coaches, counselors, or program administrators as needing additional support to complete high school. Career Ready Academy participants will be required to meet the Tennessee Department of Education graduation requirements (minimum of 22) and will graduate with a Tennessee High School diploma.

## Youth Apprenticeship Program

The Youth Apprenticeship Program is designed for students who have completed two or more CTE courses in sequence and have met the traditional summer internship criteria. This program requires an application which will be reviewed by members of the CTE department and school administrators. Top applicants will be interviewed and be selected by the employer. Interested students must: have a GPA of 2.0 or higher, be in good standing for attendance and discipline, pass a drug screen, work to obtain the Work Ethic Diploma of Distinction, have a Work Based Learning (WBL) coordinator, complete the Personalized Learning Plan (PLP), be OSHA 10 certified, and take the WorkKeys assessment. Students in this program will attend traditional high school classes; preferably, be enrolled in one dual credit or dual enrollment course at TCAT or WSCC; attend monthly development sessions (finance, digital citizenship, resume writing, etc.); meet weekly with the WBL coordinator, complete the PLP, work 4-6 hours daily (M-F) at \$10.00/hour, and will be assigned a mentor in the community or at the place of employment. Youth Apprenticeship Program participants will be required to meet West High School graduation requirements minimum of (28 credits) and will graduate with a Morristown West High School diploma.