

**KCS**

2024-2025

# **KNOX COUNTY VIRTUAL SCHOOL**



## **Student Handbook**

Visit Our Website

[www.knoxschools.org/Domain/12070](http://www.knoxschools.org/Domain/12070)



# Jennifer Garrett Executive Principal



Welcome to Knox County Virtual School! My name is Jennifer Garrett, and I am the executive principal for Knox County Virtual School. I am excited that you decided to join our school, and I look forward to serving you this school year.

Virtual learning is an innovative approach to instruction that creates opportunities for students to have deep engagement and ownership in their learning. We combine rigorous instruction and a flexible learning schedule to help meet students where they are and support them in their academic success. The connections and relationships we establish with students allow us to support their social-emotional health and academic achievements.

All students receive high-quality instruction from Knox County Teachers who are Tennessee licensed. Daily instruction consists mainly of synchronous learning, with one day a week of asynchronous instruction for middle and high school students. The unique instructional schedule allows teachers to monitor student progress and set up individual times to meet and provide additional learning support. We are preparing our students to be global citizens who are deeper thinkers and problem solvers!

If you have any questions, please be sure to reach out (865) 622-3902. Our school staff is here and ready to support and serve you!

All the best,

Jennifer Garrett  
Executive Principal

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## Knox County Schools District Priorities



### Dr. Rysewyk's Four Priorities

- Excellence in foundational skills, particularly early literacy and middle-school math;
- Providing great educators in every school;
- Career empowerment and preparation; and
- Success for every student.

*“Knox County is blessed with incredible educators and talented students,” said Dr. Rysewyk. “By setting a clear vision of our goals and strategies, I believe our community can work together to achieve great things.”*



## School Information

### Vision:

The Vision of Knox County Virtual School is to provide a safe environment which empowers students in breaking down barriers and expanding their potential through self-driven learning, with whole-student support, while celebrating diversity and honoring achievements that contribute to the global world.

### Mission:

The Mission of Knox County Virtual School is to create innovative, safe, self-driven learning environments where students will find challenging opportunities and individualized successes to reach their personal-best in an ever changing world.

### School Address:

**East Campus:** 600 N. Chilhowee Dr.  
Knoxville, TN 37924

**West Campus:** 2925 Gray Hendrix Rd.  
Knoxville, TN 37931

### School Phone Number:

(865) 622-3902

Press 1 for elementary and 2 for  
secondary

### Social Media:

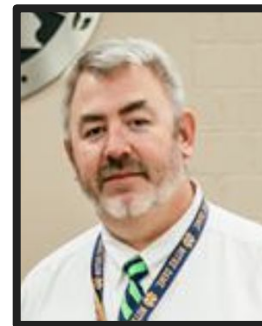
**Facebook** - Knox County Virtual School  
KCS Virtual Secondary Schools

**Twitter** - @kcs\_virtual, @kcs\_virtualMS,  
@kcs\_virtualhigh

## Administrative Team



Executive Principal - Jennifer Garrett  
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Assistant Principal - Chris Layton  
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Assistant Principal - Amy Jones  
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# Faculty and Staff

Department	Name	Contact
Secretary	Chelsey Hunley	chelsey.hunley@knoxschools.org
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School Counselor	Michelle Pacleb	michelle.pacleb@knoxschools.org
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Instructional Coach ELA & Social Studies	Nicole Buchanan	nicole.buchanan@knoxschools.org
Instructional Coach Math & Science	Abbie Merrill	abbie.merrill@knoxschools.org

# Staff

Department	Name	Email
3rd & 4th Grade Math & Science 4th Grade Homeroom	Charcee Day	charcee.day@knoxschools.org
3rd & 4th Grade ELA & Social Studies 3rd Grade Homework	Lauren Sisk	lauren.sisk@knoxschools.org
Fifth Grade ELA & Social Studies	Melissa Carter	melissa.carter@knoxschools.org
Fifth Grade Math & Science	Mary Beth Hutchinson	mary.hutchinson@knoxschools.org

# Staff

<b>Department</b>	<b>Name</b>	<b>Email</b>
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8th Grade Math	Sarah Kenny	sarah.kenny@knoxschools.org
8th Grade Science	Melody Wagstaff	melody.wagstaff@knoxschools.org
8th Grade Social Studies/ Computer Science	Karah Loveland	karah.loveland@knoxschools.org

# Staff

<b>Department</b>	<b>Name</b>	<b>Email</b>
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# Staff

<b>Department</b>	<b>Name</b>	<b>Contact</b>
English 4, Mythology, AP Lang	Heather Green	heather.green@knoxschools.org
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Chemistry & Physical Science	Laura Muck	laura.muck@knoxschools.org
Science & Math	Sheryl Snell-Massie	sheryl.snellmassie@knoxschools.org
STEM/Computer Science	David Newvine	david.newvine@knoxschools.org
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Government/Contemporary Issues	Matthew Malcolm	matthew.malcolm@knoxschools.org
US History & Economics	Connie Higgins	connie.higgins@knoxschools.org
Intro to Business & Marketing & Keyboarding	Denise Buckner	denise.buckner@knoxschools.org
Intro to Social Human Studies & Career Exploration	Heather Nealon	heather.nealon@knoxschools.org
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Spanish 2 & 3	Melissa Newman	melissa.newman@knoxschools.org
SPED/Student Support Services	Lori New	lori.new@knoxschools.org
SPED/Student Support Services	April Flynn	april.flynn@knoxschools.org



# Staff

<b>Department</b>	<b>Name</b>	<b>Contact</b>
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# Staff

<b>Department</b>	<b>Name</b>	<b>Contact</b>
Art	Breanna Rockstad-Kincaid	breanna.rockstadkincaid@knoxschools.org
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PE & Lifetime Wellness	Jason Boyd	jason.boyd@knoxschools.org



## 2024-2025 Knox County Schools Calendar

Thursday, August 1	First Day for Teachers (School Based In-Service Day)
Friday, August 2	Systemwide In-Service Day (PreK-12)
Monday, August 5	Administrative Day (Teacher Work Day)
Tuesday, August 6	Systemwide In-Service Day (½ Day School-based); Administrative Day (½ Day Teacher Work Day); 6 <sup>th</sup> and 9 <sup>th</sup> Grade Orientation
Wednesday, August 7	Administrative Day (Teacher Work Day)
Thursday, August 8	First Day for Students (½ Day)
Wednesday, August 14	Early Release Day for Students
Monday, September 2	Labor Day Holiday (Knox County Schools Closed)
Monday, September 9	End 4½-weeks Grading Period
Tuesday, September 17	Constitution Day (Knox County Schools Open)
Wednesday, September 18	Early Release Day for Students
Friday, October 4	End First 9-weeks Grading Period
Monday, October 7 – Friday, October 11	Fall Break
Tuesday, November 5	Systemwide In-Service Day (PreK-12) (Student Holiday)
Wednesday, November 13	End 4½-weeks Grading Period
Wednesday, November 20	Early Release Day for Students
Wednesday, November 27 – Friday, November 29	Thanksgiving Holidays (Knox County Schools Closed)
Friday, December 20	½ Day for Students; End Second 9-weeks Grading Period; End First Semester
Monday, December 23 – Thursday, January 2	Winter Break
Friday, January 3	Systemwide In-service Day (½ Day School-based); Administrative Day (½ Day Teacher Work Day)
Monday, January 6	First Day for Students after Winter Break (Full Day)
Monday, January 20	Martin Luther King, Jr. Day (Knox County Schools Closed)
Wednesday, January 22	Early Release Day for Students
Wednesday, February 5	End 4½-weeks Grading Period
Wednesday, February 12	Early Release Day for Students
Monday, February 17	Systemwide In-Service Day (PreK-12) (Student Holiday)
Monday, March 10	End Third 9-weeks Grading Period
Monday, March 17 – Friday, March 21	Spring Break
Wednesday, March 26	Early Release Day for Students
Thursday, April 17	End 4½-weeks Grading Period
Friday, April 18	Holiday (Knox County Schools Closed)
Monday, April 21	Systemwide In-Service Day (School-based)
Thursday, May 22	Last Day for Students (½ Day); End Fourth 9-weeks Grading Period; End Second Semester
Friday, May 23	Administrative Day (Teacher Work Day) – Last Day for Teachers
Thursday, June 19	Juneteenth Holiday (Knox County Schools Closed)

### **Calendar Summary**

- 180 Instructional Days\*
- 4 Administrative Days
- 2 Unscheduled In-Service Days
- 1 Unscheduled Parent-Teacher Contact Hours Day
- 6 Scheduled In-Service Days
- 10 Vacation Days

*\*In accordance with T.C.A. § 49-6-3004 – 177 student instructional days plus 3 days accumulated under daily 7-hour schedule.*

Note: This calendar allows cancellation of up to 8 instructional days due to inclement weather or serious outbreaks of illness before any make up days will be required.

# Transfer Requests and Withdrawals

## **Student Transfers Board Policy J-152**

Required Approval. No out-of-zone student may be enrolled without a transfer approved by the Supervisor of Enrollment based upon parental application submitted within the transfer period established by the Director of Schools. Available Capacity. All transfers are subject to limitations of available capacity. Determination of capacity will take into consideration physical space available, program offerings and the staffing level. Duration. Approved general transfers are generally effective through the terminal grade level of the school to which the student is assigned. Students granted transfers will be expected to maintain an appropriate academic, disciplinary and attendance record at the receiving school. If a student does not meet these expectations, the principal of the receiving school may recommend that the transfer be revoked, and the student be returned to the base school. The Director of Schools or his/her designee shall review and approve or deny any principal's recommendation to revoke a student transfer. Students who are directed to return to their base school shall do so at the end of the school year, unless the Director of Schools determines it is in the best interests of the student and/or the school system to do otherwise.

The Knox County Transfer window opens two times each year. Please check the Knox County Transfer site for more information. <https://www.knoxschools.org/Page/10664>

## **Withdrawal Process**

In order to withdraw from Knox County Virtual School a parent or guardian should reach out and contact our secretary, Chelsey Hunley. The new receiving school should send a request for records verifying the student's enrollment with another institution. At this time, the student's records are brought up-to-date. Parental consent is necessary prior to the withdrawal if the student is under the age of 18. Documentation of enrollment in another institution is required. Students must clear their records (return student Chromebooks, textbooks, other materials and pay fines or fees) before a withdrawal request can be completed. The school office should be contacted to set up a time to return all school materials and complete a withdrawal form.

## **Enrollment Criteria**

Students should be an on track graduate and in good standing with their base school. The student should have good attendance and a conduct history. The expectation for students is to be motivated and prepared to learn each day.

# Attendance

The Board recognizes that good attendance at school is basic to student learning. Attendance is a key factor in student achievement; therefore, students are expected to be present virtually each day that school is in session. Attendance is taken for each class period. Students should have their camera on and be actively responding during class. Parents have both a legal obligation and a moral responsibility to see that children are present every day that school is in session. For these reasons, the Knox County Board of Education has adopted the following policy on student absences.

Acceptable (excusable) conditions for students being absent from school include:

- Personal illness;
- Illness in family temporarily requiring help from the child;
- Death in family;
- Recognized religious holidays regularly observed by persons of the student's faith;
- Verifiable family emergency
- For students with a parent or guardian who is deployed as a member of the US Armed Forces, the following excused absences shall apply provided the student furnishes appropriate documentation of the service member's deployment:
  - An excused absence for one day when the member is deployed,
  - An excused absence when the service member returns from deployment, and
  - Excused absences for 10 days for visitation when the member is granted rest and relaxation leave and is stationed out of the country.

In order to be counted present on any and all accounting attendance records, students shall attend school for a time period of three (3) hours and thirty (30) minutes per school day. Students participating in school-sponsored activities whether on or off campus shall not be counted absent. In order to qualify as "school sponsored," the activity must be school-planned, school-directed, and teacher-supervised.

Reference KCS Board Policy J-120 - Attendance

Excuses for absences must be made in writing to the student office by a parent or guardian.

**Written excuses must be submitted within five (5) days of the student's return to school.** All absences, absence corrections and/or changes must be recorded within the respective 20-day attendance reporting period or no later than ten (10) days following the end of each 20-day attendance reporting period.

If parents want to appeal an unexcused absence, they should communicate with the principal. The principal's decision will be final at the school level.

## **SF1010 Forms**

Students obtaining a Learner's Permit or transferring an out of state license to a Tennessee Driver's License must request an SF1010 (Compulsory Attendance) form before proceeding to the DMV. Students or parents may contact the school office or complete the form on the website to obtain the form. The SF1010 form expires 30 days after its issuance.

# **Records, Grading, and Testing**

## **Transcript Request**

A student may request an unofficial copy of their transcript at any time throughout their high school years. Official transcripts may also be requested for colleges and universities. Official and unofficial transcripts may be obtained by submitting a Transcript Request form to the counselor.

Official transcripts are submitted to Colleges and Universities from Knox County Virtual School through the TN Transcript Exchange.

## **Dual Enrollment**

Students in the 11 or 12th grades, who are in good standing, may earn high school credit by enrolling in college level courses at an institution of higher education. The institution shall be accredited by the state or by a state-approved accrediting agency. In order to qualify for dual enrollment, a student shall:

1. Meet all the requirements for dual enrollment of the college/university
2. Have a planned high school program endorsed by school counseling personnel as appropriate, including the college level course
3. Agree to assume all financial costs associated with the college level course
4. Obtain written permission of the high school principal and the acceptance of the college admissions officer
5. Continue to be enrolled in his/her school

Upon receipt of the course grade transmitted directly from the institution of higher education, the high school shall grant credit on a term-to-term basis. Such grades shall be included in the computation of the student's cumulative grade-point average as consistent with the district's grading policy.

# Records, Grading, and Testing

## Grading Procedures

Grading procedures are the result of the prescribed plan of study established by the teacher. Normally, grades are based on student performance in such areas as class participation, class work, homework, special assignments/projects, meeting deadlines, quizzes, tests, and final examinations. Final examinations for middle and high school represent a percentage of the final semester grade. (Percentage of EOC's is subject to change over a four year period.) **Students are required to participate in all applicable state testing.**

## Scholastic Credit and Grades

In order to receive a high school credit for a course, the student must have a passing grade (A, B, C, D). Credits are recorded on the student's cumulative record when the course has been completed.

## Knox County Grading

### GRADES K-5 GRADE SCALES AND GRADING PERIOD INFORMATION

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The elementary grading period consists of a nine-weeks format. There are four nine week grading periods in a school year. Report cards are to be sent home no later than ten days after a grading period ends. Each elementary school will also send home a comprehensive interim report for each child at the halfway point of each grading period, ensuring that parents can monitor their child's performance on a monthly basis.

#### The Report Card

The report card in Grades K-5 will be issued by the school for each of the four nine-week grading periods. These grading periods are defined by the Knox County Schools annual system-wide school calendar.

#### Kindergarten Proficiency Levels

ME = Meets Expectations

DE = Developing Understanding of Expectations

LE = Limited Understanding of Expectations

#### Grades 1-2 Academics

The grade scale for Reading, Writing, Art, Mathematics, Music, Social Studies, ELL, Physical Education, Science:

**E** (Excellent) = 93-100

**S** (Satisfactory) = 92-75

**N** (Needs Improvement) = 74 and below

#### Work Habits (1-5)

**E** (Excellent) = 93-100

**S** (Satisfactory) = 92-75

**N** (Needs Improvement) = 74 and below

#### Behavior/Conduct (1-5)

**A, B, C, D, and U**

**A** = Excellent = 93-100

**B** = Good = 85-92

**C** = Average = 75-84

**D** = Below Average = 70-74

**U** = Unsatisfactory = Below 70

# Knox County Grading

## Middle and High School Grading Scale

### Scale Effective Jul 1, 2022

<b>A = 100 - 90</b>
<b>B = 89 - 80</b>
<b>C = 79 - 70</b>
<b>D = 69 - 60</b>
<b>F = 59 - 00</b>

\*Knox County high schools maintain two cumulative GPA's for students. One is based on a four-point scale: A-4, B-3, C-2, D-1, and F-0. On this scale, students completing an Advanced Placement course established by the College Entrance Examination Board for which national AP examinations are available will have five points added to the final class average. Core Dual Enrollment courses will have 5 points added to the final class average. Students completing an Honors course will have three points added to the final class average.

The second cumulative GPA will be calculated using weighted quality points. AP and Core Dual Enrollment courses will receive additional weight as follows: A-5, B-4, C-3, D-2 and F-0. In addition, an Honors course recognized by the Knox County School System will be weighted as follows: A-4.5, B-3.5, C-2.5, D-1.5 and F-0.

## Required High School Testing

The following tests are required: The window for fall testing is in end of November beginning of December. The window for spring testing is in April. Exact dates will be communicated to students and families as the windows approach.. ***Students will have to report to a KCS building to take the state exams including End of Course Exams and TNReady exams. Please plan accordingly to take these state mandated tests. Students are required to report for state testing and it may lead to a revocation of transfer if a student does not report for state testing.***

- End of Course Exams (EOCs): These exams are given in selected academic subjects. EOCs count as a % of the student's grade. (This is subject to change during a four-year period.)
- TNReady exams: Students will complete a series of comprehensive exams that also count as a % of the student's grade. These exams are required to be taken in person on campus. They are taken in each of the following subject areas: English I, English II, Algebra I, Algebra II, Geometry, Biology, and US History
- American College Test (ACT): A standardized, multiple-choice test which covers four skill areas: English, mathematics, reading, and science. Students take this test their junior year and retake it their senior year. This is a state mandated requirement for graduation. Students who are considering early graduation must score a 21 or higher on the ACT or complete an equivalent examination to show they are college or career ready.
- Civics Test - Students must take and Pass (with a 70 or higher) a state mandated Civics Exam

# Graduation Requirements

**In Knox County Students must earn a minimum of 28 credits.**

## **English - Students must complete 4 credits**

- English 1 - 9th Grade
- English 2 - 10th Grade
- English 3 - 11th Grade
- English 4 - 11th Grade

## **Math - Students must attempt one a year and complete 4 credits total**

- Algebra 1 or Geometry - 9th Grade
- Geometry or Algebra 2 - 10th Grade
- Algebra 2 or Pre-Calculus - 11th Grade
- Upper level math - 12th Grade

## **Science - Students must complete 3 credits**

- Honors Chemistry or Biology - 9th Grade
- Honors Biology or Chemistry - 10th Grade
- Student choice - 11th Grade
- Student choice - 12th Grade

## **Social Studies - Students must complete 3.5 credits**

- World History & Geography or AP Human Geography - 9th Grade
- US Government & Civics (.5 credits) - 10th Grade
- US History & Geography - 11th Grade
- Economics/Personal Finance - 12th Grade

## **Physical Education**

- PE (.5 credit)
- Lifetime Wellness

## **World Language - Students must complete 2 credits (both must be in the same language)**

- Spanish 1 and Spanish 2
- French 1 and French 2
- Chinese 1 and Chinese 2

## **Fine Arts 9 - Students must complete 1 credit**

- Visual Art 1
- Band
- Vocal Music
- Theater Arts
- Development of Rock & Roll



**Elective Focus - Students must complete 3 classes in a focus area**

Class 1 \_\_\_\_\_  
Class 2 \_\_\_\_\_  
Class 3 \_\_\_\_\_

**Other Electives are available to take each semester**

**Other graduation requirements:**

- Pass the Civics Exam
- Take the ACT

Students considering early graduation must meet the requirements to be college and career ready as determined by the State of Tennessee; this could require students to take the ASVAB assessment and score within the determined range.

\*\*If a student has an extreme circumstance that prevents him/her from being successful in a World Language course (example: specific learning disability in language), a student may complete a waiver. Students who waive their foreign language requirement must complete a second elective focus.

# Courses Offered

## Courses Offered ELA

### **English Language Arts (ELA)**

To satisfy graduation requirements, each student must complete four courses of Language Arts: English 1, English 2, English 3, and English 4. Each of these core courses addresses four curriculum content strands: Language, Reading, Writing, and Speaking and Listening.

All Honors courses should substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Additionally, an honors course shall include a minimum of five of the nine components from the Tennessee Department of Education Framework of Standards for Honors Courses.

### **English I**

In English 1, students will build upon the skills developed in the middle school English Language Arts. The focus is on close reading of informational and literary texts of appropriate grade level complexity. Based upon their reading, the students will engage in class discussion and written assignments to present analysis to develop an argument, or to write a real or imagined narrative. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and grammatical fluency. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts which the students read. Assessment will focus on the students' ability to read appropriately complex text and cite evidence to support analysis or claims from that text. Language skills will be assessed in the context of their writing, as well as through authentic workplace tasks, such as editing a draft.

### **English I Honors**

English I Honors consists of the English I standards. However, the curriculum modules reflect the Tennessee Department of Education framework for extension.

### **English 3**

Students in English 3 work on college and career-ready reading and writing skills while also reading and analyzing foundational works in American literature. Through analyzing how multiple authors present similar subjects, students learn about varying perspectives, bias, and audience. They also become proficient at identifying and evaluation reasoning within documents of historical, literary, information, and legal natures. Throughout the course, they will conduct short and long-term research projects, following both their lines of inquiry and some teacher-directed lines of inquiry. While the foundational skills for composition should be established in the earlier grades, students in English 3 work to refine their writing style in fluency and sophistication.

# Courses Offered ELA

## English 4

Students in English 4 work on college and career-ready reading and writing skills while also reading and analyzing foundational works in world literature. Through analyzing how multiple authors present similar subjects, students learn about varying perspectives, bias, and audience. They also become proficient at identifying and evaluation reasoning within documents of historical, literary, information, and legal natures. Throughout the course, they will conduct short and long-term research projects, following both their lines of inquiry and some teacher-directed lines of inquiry. While the foundational skills for composition should be established in the earlier grades, students in English 4 work to refine their writing style in fluency and sophistication. They also develop their speaking and listening skills through speeches and presentations.

## Advanced Placement (AP) Language and Composition

AP Language and Composition is a course for students who have successfully completed Honors English 2 or have demonstrated competency in composition and rhetorical skills. The curriculum emphasizes analysis, research, and composition as students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will be expected to think critically and analytically and be able to express themselves effectively. College level outside reading is required. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Language and Composition Test, the culmination of the course.

## Creative Writing

In Creative Writing, students will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and nonfiction. Creative writing allows students to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format.

## Speech and Communication

Students will explore a variety of speaking situations (informative, small group, persuasive, and special event speaking) and different types of communication (interpersonal, small group, and public communication) using a variety of digital media (text, audio, and visual) through formal and informal settings while taking Speech and Communication. The student will develop the skills to generate ideas, research topics, organize information, and create and evaluate oral presentations.

# Courses Offered in ELA

## English Language Learners (ELL)

ELL is an English course designed for students who are classified as active ELLs. Based on the student's level of English proficiency as determined by a standardized, state-approved ESL Test, students are provided English instruction specifically designed for second language learners. This course is available in grades 9-12. Students may substitute ESL for up to two units of English credit. Additional credit earned in ELL may be used as elective credit at the same rate as other courses in the student's school. Only a Certified ESL teacher can teach this course.

## Journalism 1

In Journalism 1, students will have the opportunity to improve the skills necessary in journalistic writing for both print and broadcast media. Curriculum includes the history and elements of journalistic style and the application of journalistic techniques to the development of a publication. Students who wish to take this course must be highly motivated, work well with peers, and be responsible in following through with assignments as the work culminates in a publication. Prerequisites: Students may have to demonstrate ability to write well; may be required to apply for this course; and may be required to receive teacher recommendation. Publications include the newspaper, the literary magazine, and/or the annual.

# Courses Offered in Mathematics

## Mathematics

To satisfy graduation requirements, each student must complete a math course each year he or she is enrolled in high school. Algebra 1, Geometry, Algebra 2 and one math course above Algebra 2 are required for graduation. Students with a qualifying IEP may participate in extended seat time (2 year) courses in Algebra and Geometry to complete the four math requirements.

## Algebra I

The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades' standards, this is a more ambitious version of Algebra 1 than has generally been offered. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Successful completion of this sequence prepares students for Geometry.

# Courses Offered in Mathematics

## Honors Algebra I

Honors Algebra is designed for students who did exceptionally well in the 8th grade mathematics. Course content covers the topics of Algebra 1 in greater depth and at a faster pace, thus providing time for enrichment through the study of additional performance objectives.

## Geometry

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Successful completion of Geometry prepares a student for further work in Algebra 2. Prerequisite: Algebra I with a grade of "C" or better is recommended.

## Honors Geometry

In Honors Geometry, standards found in Geometry are covered more in-depth with emphasis placed on problem solving, writing skills (especially in writing of proofs) and algebraic applications. Additional enrichment objectives are covered as time permits. Successful completion of this Honors Geometry prepares a student for further work in algebra, usually Honors Algebra 2. Prerequisite: Algebra 1 in the 8th grade or Honors Algebra 1 in the 9th grade or Departmental Recommendation.

## Algebra 2

Building on their work with linear, quadratic and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions in Algebra 2. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Satisfactory completion of this course prepares students for entry into Pre-Calculus, Statistics, Applied Mathematical Concepts, or Bridge Math. Prerequisites: Algebra I and Geometry credit with a grade of "C" or better is recommended.

# Courses Offered in Mathematics

## **Pre-Calculus**

Pre-Calculus develops the topics essential for success in Calculus. Content includes a study of algebraic, transcendental, and trigonometric functions, as well as their compositions and inverses, vectors, polar graphing, complex numbers, conic sections, and sequences and series. Students who complete this course successfully will have a strong background for a first-year Calculus sequence. Prerequisites: Algebra 1, Geometry, and Algebra 2 with an “A” or “B” average grades recommended.

## **Honors Pre-Calculus**

The faster pace of Honors Pre-Calculus provides the time to enrich the content of Pre-Calculus through the study of additional objectives and topics. Successful completion of this course provides the student with the necessary prerequisites for Advanced Placement Calculus. Prerequisites: Geometry (Honors) and Algebra 2 (Honors) with an “A” or “B” average or Departmental Recommendation.

## **Statistics**

Statistics is non-calculus in its orientation and 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. Statistics is intended for students interested in business, social sciences, education, and data analysis. Prerequisites: Algebra 2.

## **Mathematical Reasoning for Decision Making**

Mathematical Modeling for Decision Making is a 4th-year course that uses applications and modeling using mathematics are the primary foci of this course. Throughout the course, students explore mathematical content in the context of applications to the real-world. Topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways to encourage the use of math to answer problems students will encounter in life. This course is best intended for students who are planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation. Prerequisite: Algebra 2.

# Courses Offered in Science

## Science

To satisfy graduation requirements, three (3) credits of science are required. One unit must be Biology; one must be Chemistry or Physics, and one additional lab science course. Physics (Algebra 2 based or above) may count for a fourth year of math. If Physics is used for a fourth year of math, it cannot count as science credit towards graduation. Students who have a qualifying IEP must take Biology and two additional lab sciences. Chemistry or physics is not required of a student who has an IEP but can be taken. Some eighth students may enter high school with an Honors Physical Science or a Biology credit. These credits do count as credits towards the graduation requirement. However, these students are strongly encouraged to take additional sciences in high school.

## Biology 1

The goal of Biology 1 is to develop an understanding of the diversity and unity in living things. Concepts covered include current and emerging technologies as well as interactions of organisms with their environment, chemical structure of organisms, transfer of energy in organisms, cell structure and function, continuity and change in living things, diversity of living things, and evidence of biological evolution.

## Honors Biology 1

Honors Biology 1 encompasses all of the standards of Biology but places increased emphasis on development of critical thinking skills. Prerequisites: Honors level is based upon a combination of standardized test scores, past performance in science, and teacher recommendations.

## Human Anatomy & Physiology

Human Anatomy & Physiology is a study of the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through laboratory investigations, models, diagrams, and/ or comparative studies of the anatomy of other organisms. Content includes the study of the structure and function of cells, tissues, organs, and body systems. Some schools may offer this course as dual credit in coordination with a local cooperating institution of higher education. Prerequisites: Biology 1 is required; Chemistry 1 is recommended.

# Courses Offered Science

## **Environmental Science**

Environmental Science provides students with an opportunity to develop an understanding of interrelationships in the natural world. In addition, it allows them to identify natural and man-made environmental problems and design and evaluate possible solutions for environmental problems. This course will also cover interactions and dynamics of ecosystems, unity and diversity of biological change, earth systems and human activity, and the interdependence of science, engineering and society. Environmental Science can be used as a semester one course previous to AP Environmental Science. Prerequisites: Algebra 1 and Biology recommended.

## **Physical Science**

The primary theme for Physical Science is the study of matter and energy. The course is designed to introduce students to the concepts of forces and motion, chemical and physical properties of matter, the ways in which matter and energy interact, the forms and properties of energy, and other basic concepts in chemistry and physics. Prerequisites: The fundamental level of this course is based upon a combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.

## **Chemistry I**

The goal of Chemistry 1 is to develop an understanding of the relevance of chemistry as it relates to standards of living, career choices, and current issues in science and technology. Course content includes laboratory techniques and safety, properties and structures of matter in its various states, chemical calculations and quantitative relationships, chemical bonding and molecular structure, chemical reactions, solutions, gas laws, and acids and bases. The ability to make mathematical computations using fractions, decimals, ratios and proportions, and exponents is required. Honors Chemistry is designed to meet the needs of the more academically able student and will include a basic study of nuclear principles and organic chemistry. Prerequisite: Algebra 1 and a combination of standardized test scores, past performance in science and mathematics, and teacher recommendation.

## **Honors Chemistry I**

Honors Chemistry I takes the standards of Chemistry I to a much deeper level. The course is fast paced and includes time for some enrichment topics. Prerequisites: Algebra I, a combination of standardized test scores, past performance in science, and teacher recommendation.



# Courses Offered in Science

## Physics

Physics is the study of the interrelationships between matter and energy. Topics of study include force, motion, momentum, energy, heat, light, sound, electricity and magnetism, and atomic and nuclear physics. Prerequisites: Algebra 1; Biology and Chemistry recommended.

# Courses Offered in Social Studies

## Social Studies

To satisfy graduation requirements for Social Studies, students must earn one credit in World History and Geography, one credit in United States History and Geography, one-half credit in United States Government and Civics, and one-half credit in Economics for a total of three credits in Social Studies. One-half credit in Personal Finance remains a graduation requirement. Additionally, successful completion of the Tennessee Civics Assessment (minimum 70%) is required for graduation.

## World History and Geography

In World History and Geography, students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, The Great Depression, The Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world. This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

# Courses Offered in Social Studies

## **Honors World History and Geography**

This course description for Honors World History and Geography is the same as the CP World History and Geography course and follows the same state standards and local curriculum but with increased rigor. Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, The Great Depression, The Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world. The course is designed to prepare students for Advanced Placement coursework. This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

## **United States Government and Civics**

U.S. Government and Civics is a one-half credit course. Students will study the purposes, principles, and practices of American government as established by the United States Constitution. Students will learn the structure and processes of the government of the state of Tennessee and local governments. Students will recognize their rights and responsibilities as citizens as well as how to exercise these rights and responsibilities at the local, state, and national levels. This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

# Courses Offered in Social Studies

## **Advanced Placement (AP) United States Government and Politics**

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course. Prerequisite: Departmental Recommendation.

## **Economics**

Economics is a one-half credit course. Students will examine the allocation of scarce resources and consider the economic reasoning used by consumers, producers, savers, investors, workers, and voters. Students will explore the concepts of scarcity, supply and demand, market structures, national economic performance, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine key economic philosophies and economists who have and continue to influence economic decision-making.

## **Personal Finance**

Personal Finance is a one-half credit course. This course is designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. (This course is recommended for grade 12)

# Courses Offered in Social Studies

## **United States History and Geography** (Post-Reconstruction to the Present)

In United States History and Geography, students will examine the causes and consequences of the Industrial Revolution and the United States' growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to our nation's entry into World War II, as well as the consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes that have shaped the modern-day United States resulting from the Civil Rights Movement, The Cold War, and recent events and trends. Additionally, students will learn about the causes and consequences of contemporary issues impacting the world today. Students will continue to use skills for historical and geographical analysis as they examine United States history after Reconstruction, with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of the United States history course. Specific primary sources have been embedded within the standards for depth and clarity. Finally, students will focus on current human and physical geographic issues important in the contemporary United States and global society. This course will place Tennessee history, government, and geography in context with United States history in order to illustrate the role our state has played in our nation's history. This course is the second of a two-year survey of United States History and Geography, continuing from 8th grade's study of United States History and Geography. This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

## **Advanced Placement (AP) United States History**

The AP United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials-their relevance to a given interpretive problem, reliability, and importance- and to weigh the evidence and interpretations presented in historical scholarship. This AP United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Prerequisite: Departmental Recommendation.

# Courses Offered in Social Studies

## Tennessee History

Students will examine the history of Tennessee, including the cultural, geographic, economic, and political influences upon that history. Students will discuss Tennessee's indigenous peoples as well as the arrival of Euro-American settlers. Students will analyze and describe the foundation of the state of Tennessee. Students will identify and explain the origins, impact, and aftermath of the Civil War. Students will discuss the rise of a manufacturing economy. Finally, students will examine and discuss the Civil Rights Movement and Tennessee's modern economy and society.

This course follows the same organization as Section VI from the Tennessee Blue Book. Additionally, all United States History courses (i.e., 3rd grade, 4th grade, 5th grade, 8th grade, and United States History) can use the course standards to elaborate on Tennessee history.

## Film Studies

Film Studies is an elective course open to Knox County Schools students. The curriculum for this course ranges from the history of modern cinema and techniques of film production to the influence of cinema in 20th Century American culture. It is also a supplement to United States and World History classes. Students will view numerous films, which represent every major cinematic genre from the Silent Era to Film School Generation, analyzing the parallels between each cinematic style and the events that shaped American history/culture across the 20th Century. Students will also explore the relationship between literature, literary components and storytelling to their onscreen translation. Finally, the students will leave this class with a refined appreciation for filmmaking as an art and as a medium which continues to emulate and redefine American culture.

## World Geography

World Geography, different from World History and Geography, is an elective course ONLY. Students will examine the global perspectives, basic concepts, and fundamental questions of geography. Students will explore where phenomena occur and reasons why phenomena occur in those locations. Students will focus on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies. Students will also explore various topics, including geographic skills and tools, physical processes, natural resources, cultural geography, political geography, population and migration, economic development and interdependence, and urbanization.

# Courses Offered in Social Studies

## Contemporary Issues

In Contemporary Issues, students will use inquiry skills to examine the issues that impact the contemporary world. Students will analyze the historical, cultural, economic, and geographic factors that have elevated certain issues to levels of concern in the United States and around the globe. Students will engage in research and problem solving in order to better understand and assess significant current issues.

# Courses Offered in World Languages

## World Languages

Students should progress through world language courses in sequence. Students must complete each level with a passing grade before enrolling in the next level. Each course offers one unit of credit. Two (2) sequential units of the same world language satisfy the requirement for graduation. Completion of two (2) sequential units of the same world language for high school credit meets the requirement for admission to most university programs; however, language study beyond the basic requirement will better prepare students for entry into a university program.

## Alphabetic Modern Languages

### Level 1: French & Spanish

Level 1 Modern Languages are recommended for students in the ninth grade. The goal for Level 1 students is to perform at the Novice High proficiency level across the three modes of communication. Level 1 students demonstrate cultural and intercultural competency in the Novice range. Students must earn two sequential credits in the same language to meet graduation requirements.

### Level 1 Honors: French & Spanish

Students enrolled in a Level 1 Honors class perform at the Intermediate Low proficiency level. Enrolling in a Level 1 Honors world language class is the first step toward future success in upper level courses and the pursuit of the Seal of Biliteracy. Students must earn two sequential credits in the same language to meet graduation requirements.

Prerequisite: Teacher recommendation.

# Courses Offered in World Languages

## **Level 2: French & Spanish**

The goal for Level 2 students is to perform at the Intermediate Low proficiency level across the three modes of communication and demonstrate cultural and intercultural competency in the Intermediate range. Prerequisite: Successful completion of Level 1 of the same language.

## **Level 2 Honors: French, Spanish**

In addition to the Level 2 requirements, the goal for students enrolled in a Level 2 Honors class is to perform at the Intermediate Mid proficiency level. Enrolling in a Level 2 Honors world language class is a step toward future success in upper level courses and the pursuit of the Seal of Biliteracy. Prerequisite: Teacher recommendation.

# Courses Offered in Lifetime Wellness & Physical Education

## **Lifetime Wellness & Physical Education**

One unit of Lifetime Wellness is required for graduation and is usually taken during a student's 9th grade year. Students must complete one-half ( $\frac{1}{2}$ ) credit in Physical Education. This requirement may be met by substituting a documented and equivalent time of physical activity in marching band, JROTC, cheerleading, interscholastic athletics, school sponsored intramural athletics, and other areas approved by the local board of education.

## **Physical Education 1**

Physical Education 1 is a one-unit elective course. The goal of Physical Education 1 is to provide a variety of activities through four strands: Health Related Fitness; Individual Sports; Team Sports; and Basic Gymnastic Fundamentals. Each unit within the strand will be designed to teach the basic skills, rules and strategies necessary to understand and perform a variety of activities.

## **Advanced Physical Education**

Advanced Physical Education is a one-unit elective course. The goal of Advanced Physical Education is to provide progressive skills, techniques and strategies in various activities. Prerequisite: Physical Education 1. Can be taken for multiple credits.



# Courses Offered in Lifetime Wellness and Physical Education

## Lifetime Wellness

Lifetime Wellness is a one-unit course required for graduation. The goal of Lifetime Wellness is for students to learn a lifelong process of making healthy choices to integrate the emotional, social, intellectual, and physical dimensions of self for a longer, more productive and higher quality of life. The course consists of the following state standards: Personal Wellness; Mental, Emotional and Social Health; Safety and First Aid; Human Growth and Development; and Substance Use/Abuse.

***\*Family Life Education, HIV/AIDS Education, and Human Trafficking are included in the Wellness standards. These topics are mandated by State Law (Public Charter No. 565). Parents have the option to have their child exempted and placed in an alternate learning environment during the Family Life instruction. A parent may complete and return the “opt out” form sent home with each student before instruction begins. Parents are welcome to review the Family Life and HIV/AIDS education curriculum and materials by contacting their child’s teacher at the school. Only Knox County Schools’ staff and Knox County Health Department personnel will deliver this important and delicate curricular material. Family Life education is taught in 6th, 8th grades and Lifetime Wellness in high school.***

## Courses Offered in Fine Arts

### Visual Arts

#### Art I

Art I is a survey course designed for students in grades 9-12 who are enrolling in a high school art course for the first time. Provides a variety of experiences that build on the concepts, techniques, and use of media introduced in the middle school program. Generally laboratory in nature, Art I explores and gives experience in two-dimensional (drawing, painting, printmaking) and three-dimensional (sculpture, ceramics, textiles) formats and integrates art history, design principles, and aesthetic criticism and response. There is no prerequisite for this class. This class may not be repeated.

#### Advanced Art

Advanced Art studio classes are for students who have successfully completed Art I and, who, in the judgment of the instructor, show a sufficient level of interest and/or ability that would warrant continued study and making in the Visual Arts. Students in Advanced Art courses concentrate on a specific art medium: Sculpture, Painting, Ceramics, Drawing, Printmaking, Papermaking, or Photography. General Advanced Art includes 2-D and/or 3-D artmaking and study. Prerequisite is the successful completion of Art I and art teacher recommendation. These classes may be repeated.



## Courses Offered in Music

### **General Music - Studio Concentration**

General music studio based classes provide students with a focus on creating and performing. Students in studio based classes may concentrate on performance of specific instruments (guitar, keyboard, steel drums, etc.) or small ensembles (rock band, plucked instruments, etc.). Classes may also be compositionally focused (music production, digital music, song writing, etc.). There is no prerequisite for these classes. These classes may be repeated.

### **General Music History**

Music History courses may be survey based beginning in the medieval era and ending in contemporary times or specific to a movement, culture, time period, place, or identity (i.e. gender, race, etc.) Students will examine and respond to the historical, cultural, and societal aspects of music-making. There is no prerequisite for this class. This class may not be repeated.

### **Music Theory**

Music Theory is a course for students with a particular interest and aptitude in music. Emphasis is on an in-depth study of music fundamentals through ear training and reading and writing music. Musical analysis as well as simple rhythmic, melodic, and harmonic dictation will be explored. Prerequisite is music teacher recommendation. This class may not be repeated.

## Courses Offered in Career & Technical Education

### **Human Services**

#### **Introduction to Human Studies**

Introduction to Human Studies is the Level 1 Course for the Human and Social Sciences and Dietetics and Nutrition programs of study within the Human Services Career Cluster. (Other courses available in the Human Services cluster follow this description.) Human Services is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will understand human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language & Literacy in Technical Subjects, as well as the Tennessee State States for Psychology and Sociology, and the National Standards for Family and Consumer Sciences Education, Second Edition.

**Credit: 1 - Grade Level 9**

# Courses Offered in Career and Technical Education

## Lifespan Development

Lifespan Development builds basic knowledge in human growth and development. Upon completion of the course, proficient students will have knowledge of developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in the course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, as well as Tennessee State Standards in Psychology and Sociology, and National Standards for Family and Consumer Sciences Education, Second Edition. **Credit: 1 - Grade Level 10**

## Family Studies (NIC)

Family Studies is an applied knowledge course that examines the diversity and evolving structure of the modern family. Upon completion of the course, proficient students will have knowledge of the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in the course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, as well as Tennessee State Standards for Psychology, Sociology, U.S. Government and Civics, and U.S. History and Geography and the National Standards for Family and Consumer Sciences Education, Second Edition. **Credit: 1 - Grade Level 11**

# Courses Offered in Business Management

## Introduction to Business and Marketing

Introduction to Business & Marketing 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. Prerequisite(s): None.

# Courses Offered in Business Management

## **Business Communications**

Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. Prerequisite: Introduction to Business and Marketing.

## **Business Management**

Business Management focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant. Prerequisite: Introduction to Business and Marketing.





## **Social Media Marketing and Analytics (NIC)**

Social Media Marketing & Analytics is a study of concepts and principles used in social media marketing. Students will examine the uses, marketing strategies and data generated by social media marketing. Subject matter includes foundational social media knowledge, social media marketing strategies, communication and ethical responsibilities. Prerequisite(s): Marketing and Management I: Principles. **Credit: 1 – Grade Level 11-12**

# Technology Guidelines

Students will be issued a Chromebook at the beginning of the school year. In order to check out a device, parents must complete a device agreement. Students are expected to have their device charged and prepared for virtual school each day for instructional purposes.

- **Chargers** - Students are responsible for their school-issued charger. If the charger is lost and needs to be replaced, KCS will send an invoice to the student to replace the charger. Chargers ARE NOT covered by the optional insurance.
- **Lost/Stolen Devices** - If a device is lost or stolen, the student or parent should inform the student’s principal immediately.

Description and Link	Shortened Link	QR Code
<a href="#">Technology Support Request</a>	<a href="https://rb.gy/0xtyes">https://rb.gy/0xtyes</a>	
<a href="#">Technology Device Procedures and Expectations</a>	<a href="https://rb.gy/8mqvqe">https://rb.gy/8mqvqe</a>	
<a href="#">Technology Device Agreement 2024/25 (PDF)</a>	<a href="https://rb.gy/8oi4pv">https://rb.gy/8oi4pv</a>	
<a href="#">Device Insurance (PDF)</a>	<a href="https://rb.gy/s4aho3">https://rb.gy/s4aho3</a>	

## Device Agreement

A device agreement is required to be signed by parents when receiving devices such as a Chromebooks or document camera for educational use during the school year. As outlined in the device agreement, any damage or loss of these items will require the family to pay for repairs or replacement of the device. This is in accordance with Knox County Schools device usage policy. The district does offer an insurance policy for the Chromebook, which can be purchased at the beginning of each school year through the Cash Online System.

# Technology Guidelines

## Device Insurance

Knox County Schools offers families the option of purchasing insurance for their student's device. The insurance can help cover the cost of broken equipment or repairs that could occur during the school year. Families are highly encouraged to purchase device insurance to keep from incurring costly repair bills. Device insurance can be purchased through the School Cash Online system.

## Device Use/Misuse

Improper use of any computer or the network is prohibited.

This includes the following:

- Use of racist, profane, or obscene language or materials
- Using the network for financial gain, political or commercial activity
- Attempting to or harming equipment, materials or data
- Attempting to or sending anonymous messages of any kind
- Using the network to access inappropriate material
- Knowingly placing a computer virus on a computer or the network
- Using the network to provide addresses or other personal information that others may use inappropriately
- Accessing of information resources, files, and documents of another user without permission
- Vandalism, any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's system, or any of the agencies or other networks to which the district has access is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district guidelines and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.
- Forgery or attempted forgery of electronic messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited. Forgery or attempted forgery of documents or currency is prohibited. Deliberate attempts to create, copy or modify official documents or currency using district technology resources may be viewed as a violation of district guidelines and, possibly, as criminal activity under applicable state and federal laws. Failure to comply with these standards may result in temporary or permanent removal of user access to KCS Virtual Instruction.

# Instructional Glossary

**Academic Intervention** is supported through Response to Instruction and Intervention (RTI<sup>2</sup>). RTI<sup>2</sup> is designed to empower educators to give every student the opportunity to meet high expectations and the support to reach them. This three-tiered system helps educators differentiate instruction and provide extra support for ALL students from those who are advanced as well as those who have skill deficits.

**ASPEN** is the student information system used by Knox County Schools. The Aspen Family Portal is the online access point for important student information and teacher communication. This secure site provides an easy way to view student academic information including:

- Grades
- Upcoming assignments
- Attendance
- Progress reports/report cards
- State testing scores

**Asynchronous Instruction** is instruction provided by a certified educator to students who participate in instruction at a separate time from when the teacher delivered the instruction. This may include but not be limited to methods such as printed work materials, teacher-assigned individual or group projects, audio- or video-recorded lessons, or online course modules, or other appropriate methods as determined by the district.

**Canvas** is the learning management system used by Knox County Schools. Virtual students will use Canvas to access all of their courses and learning materials. Assignments are provided and submitted using the learning management system. Parents are encouraged to become Canvas observers to monitor due dates and student work submissions.

**Edgenuity** is KCS online course credit for initial credit or recovery credit. **Accessing Edgenuity:** In order for students to log in, you need to navigate to log in to your school email address. Once you are there, you will search for more Apps and you will see the link for Edgenuity. Once you do that, it will log in for you. If you simply search for Edgenuity and try to log in, IT WILL NOT WORK. You will need to go to any KCS webpage and look for online services (it may be found under staff). Click on email and log into your email. **What is my username and password?** Students and teachers will log into Edgenuity using their Office 365 username (*For teachers:* firstname.lastname@knoxschools.org -- *For Students:* sKCSnumber@student.knoxschools.org [example: s123456@student.knoxschools.org] ) Passwords will be the same as the one used in Active Directory (for Aspen); which is the one used for email and when logging onto any KCS computer. Once you are in your email, you can go to the upper left and look for the option for more apps (it will be a square that may say app launcher). You can see it on this [attachment](#) as well.

# Instructional Glossary

**Incident IQ** is the service management platform that Knox County Schools uses to submit help tickets for requesting repair assistance for a technology device. You can click [HERE](#) if you need assistance with your technology device.

**Microsoft Teams** is the secure online platform that will be used in Knox County for teachers to communicate with students and parents and to deliver synchronous instruction.

**Synchronous Instruction** is instruction provided by a certified educator to a student or students at the same time but not necessarily in the same place who engage in instruction while it occurs. This may include but not be limited to in-person instruction or telephonic, Internet-based, or other appropriate methods of communication as determined by the district and may include full-class or small-group instruction or one-on-one instruction between student and teacher.

**ParentSquare** allows parent/school communication, primarily with email, text and app notifications. Our goal is for every family to join ParentSquare and engage with our school community. You can use ParentSquare on any device. You can download the free mobile [app for iOS](#) or [Android](#) or use the desktop version at [parentsquare.com](https://parentsquare.com).





# College & Career

Knox County Virtual School will provide state and local testing, College and Career Planning to meet [Student Milestones for College & Career Readiness](#) for students grades 6th through 12th, and provide Parent Engagement opportunities for both our middle and high school families. Students and their families will have access to the following:

Scoir	YouScience
State TNReady assessments	Local End-of-Course
PSAT	State-wide ACT test (11th grade)
Advanced Placement (AP) exams	Administration of NAEP and ASVAB
Career Fairs & Visits	FAFSA meetings
College Application & Scholarship meetings	
Provide opportunities for eligible students to connect with post-secondary institutions, employers, community leaders, and organizations	
Transition support from secondary to post-secondary training and / or employment	

# Clubs & Activities

Increasingly, higher education institutions look for applicants that have robust high school experiences including extracurricular activity. At Knox County Virtual School, there are a myriad of opportunities for students to become involved in clubs and activities - no matter the type of interest, there is almost always something for everyone. To see a list of active clubs including meeting days/times, sponsor information, etc. please go to our [Knox County Virtual Schools High School Clubs](#).

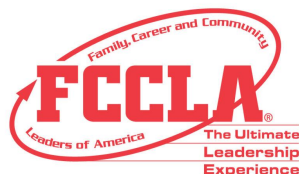


**NEHS**

NATIONAL ENGLISH  
HONOR SOCIETY  
*for Secondary Schools*



CHARACTER  
SCHOLARSHIP  
LEADERSHIP  
SERVICE





# Mental Health Supports

Nicole Dykes

Virtual Behavioral Health Facilitator

[nicole.dykes@knoxschools.org](mailto:nicole.dykes@knoxschools.org)



Nicole Dykes, LPC-MHSP

Licensed Professional Mental Health Counselor working in the Department of School Culture for Knox County Schools

KCS Knox County Schools

**National Suicide Prevention Lifeline:** Call 988 to talk to a trained mental health crisis counselor 24/7, 365 days a year.

**Tennessee Suicide Prevention Network Crisis Text Line:** Text "TN" to 741-741 to be connected to a crisis counselor. The line will provide immediate support and referrals for suicidal thoughts, anxiety, depression, child and domestic abuse, substance abuse, eating disorders, human trafficking and more.

**Mobile Crisis Unit Hotline:** 865-539-2409 is a 24-hour crisis response system for individuals experiencing a behavioral health crisis. The program provides assessments, triage, and access to appropriate levels of care.

**Mental Health Walk-In Center** is open seven days a week, from 8:00 a.m. - 8:00 p.m.

**Mental Health Association of East Tennessee** is a non-profit organization dedicated to educating the community about mental health issues.

**Tennessee Suicide Prevention Network** is the public-private organization responsible for implementing the Tennessee Strategy for Suicide Prevention.

**Help Yourself, Help Others** offers screening tools for mental health issues, including adolescent depression.

**STATEWIDE  
CRISIS LINE**

**HELP IN A MENTAL HEALTH CRISIS**

**855-CRISIS-1** [TN.gov/CrisisLine](http://TN.gov/CrisisLine)

**855-274-7471**  Department of  
Mental Health &  
Substance Abuse Services

**NATIONAL  
SUICIDE  
PREVENTION  
LIFELINE**  
1-800-273-TALK (8255)  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

# Unsafe School Choice Notice

Beginning in the 2003-04 school year, every local education agency (LEA) shall implement the Unsafe School Choice Policy approved by the State Board of Education as mandated under Section 9532 of the No Child Left Behind Act of 2001. The LEA shall provide any student who attends a persistently dangerous school, or any student who has been the victim of a violent crime while at school, the opportunity to attend a safe school. Additional information regarding this option may be obtained by contacting Brian Hartsell at 594-1502. For more information see Tennessee Board of Education Policy: Unsafe School Choice Policy (J-290)

## **Harassment, Intimidation, and Bullying or Cyberbullying**

Knox County Schools prohibits acts of harassment, intimidation, bullying and cyberbullying. 1, 2 A safe and courteous environment in school is necessary for students to learn and achieve. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate students in a safe and orderly environment; and since students learn by example, administrators, faculty, staff and volunteers should be positive role models in demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. All Knox County Schools teachers and administrative personnel are responsible for ensuring this policy is faithfully implemented in all areas under their purview or direct supervision. "Cyber-bullying" means bullying undertaken through the use of electronic devices; "Electronic devices" include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, personal digital assistants (PDAs), computers, electronic mail, instant messaging, text messaging, and web sites; "Harassment, intimidation or bullying" means any act that substantially interferes with a student's educational benefits, opportunities or performance; and:

(A) If the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation or at any official school bus stop, the act has the effect of: Physically harming a student or damaging a student's property; Knowingly placing a student or students in reasonable fear of physical harm to the student or damage to the student's property; Causing emotional distress to a student or students; or Creating a hostile educational environment; or (B) If the act takes place off school property or outside of a school-sponsored activity, it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

All students are expected to refrain from acts of harassment, intimidation and bullying or cyberbullying in any form and to be aware that such disciplinary measures as are appropriately assigned in Board policy J-191 will be utilized for the unacceptable behavior

described above. Students who feel they are being harassed, bullied or intimidated may report this concern to any teacher or school administrator or the office of the Superintendent using any means of communication with which they feel comfortable. Consequences and appropriate remedial action for students who commit acts of harassment, intimidation or bullying may range from behavioral interventions up to and including suspension or expulsion. The appropriate action will be consistent with established Board Policy, case law, Federal and State statutes. To view this policy (J-211) in its entirety visit Knox County Board of Education Policy on [knoxschools.org](http://knoxschools.org)

## Response to Uncivil Behavior

Knox County Virtual School does not condone a lack of civility by anyone. A student who believes that he or she has not been treated in a manner reflective of the Knox County Schools Code of Civility should report such behavior to the appropriate building level administrator.

For more information see Knox County Policy: KCS Student Rights and Responsibilities (J-180), Civility Code(B-230)

## Knox County Board of Education Civility Code

### **PHILOSOPHY OF PERSONAL CONDUCT**

It is the intent of the Board to promote mutual respect, civility and orderly conduct among district employees, parents and the general public. This policy provides rules of conduct that both permit and encourage participation in school activities and communication between parents, community members and school district personnel. This policy also identifies those behaviors that are considered inappropriate and disruptive to the operation of a school or other school district facility. It is not the intent of the Board to deprive any person of his or her right to freedom of expression.

### **EXPECTATIONS**

Students, faculty, staff, parents, guardians and all other members of the community shall:

1. Treat one another with courtesy and respect at all times.
2. Take responsibility for one's actions.
3. Be cooperative, to the greatest extent possible, toward one another and in solving problems based on what is in the best interest of students.
4. Refrain from behavior that threatens or attempts to disrupt school or school district operations; physically harms someone; intentionally causes damage; employs loud or offensive language, gestures, or profanity; or inappropriately shows a display of temper.

# Response to Uncivil Behavior

The Board does not condone a lack of civility by anyone, and recognizes the following appropriate administrative avenues for aggrieved parties to seek action or redress.

1. A student who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the appropriate building level administrator.
2. A parent, guardian or community member who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the staff member's immediate supervisor or the student's appropriate building level administrator.
3. An employee who believes that he or she has not been treated in a manner reflective of the Code of Civility should address the concern through the appropriate supervisory chain. If personal harm is threatened, the employee shall notify their supervisor and may also contact law enforcement. If a communication such as voice mail or e-mail or any type of written communication is demeaning, abusive, threatening or obscene the employee is not obligated to respond.
4. Any visitor on school district property who has breached the Civility Code may be directed to leave the premises by an administrator or security officer. If such a person does not immediately and willingly leave, law enforcement may be called.

# Knox County Schools Statement of Compliance

Knox County Schools (KCS) is an equal opportunity provider of services and employment. KCS respects, celebrates and encourages diversity that positively contributes to the community. KCS believes diversity encompasses but is not limited to: ethnicity, race, age, gender, economic circumstances, sexual orientation, physical and mental abilities, education level, philosophy and geographic location. The Knox County Schools will not discriminate or limit access to any educator, principal, student, or community member on the basis of gender, race, national origin, religion, color, disability, or age. The participants of this proposal are reflective of the above commitment to compliance. The resources of the Knox County Schools (TN) and their grant partners are broad in their support of the various needs of the students and families and ensure equitable access. At a minimum, reasonable accommodations are offered as defined by federal law. KCS will also meet the needs of participants' if/when unique situations and circumstances occur. Support services include but are not limited to hearing, speech and vision services, physical access management, health related support for various limitations, curricular differentiation and advice for multiple skill levels and learning sites, academic mentorship, and broadly focused guidance for students.

# Knox County Schools Statement of Compliance (cont'd)

The Knox County Schools (TN) continue to be committed in its support of all equity statutes as required by Federal law and actively pursues compliance on an ongoing basis. A formal grievance process that is open and accessible has been established for monitoring compliance and addressing concerns. Inquiries regarding nondiscrimination policies should be made to the Knox County Schools, Director of Human Resources, 912 S. Gay Street, Knoxville, TN 37902.

## Child Abuse and Neglect

An employee of Knox County Schools who suspects a child is abused or neglected is required by Tennessee Law to immediately make a report to the Department of Children Services or the Chief Law Enforcement Officer. For more information, see Knox County Policy: Child Abuse and Neglect (J-400) or to report, contact 877-237-0004 or <https://apps.tn.gov/carat/>

## Equal Opportunity Notice

The Knox County School System affirms that it will comply with Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Title VI and Title VII of the Civil Rights Act of 1964, and Age Discrimination Act in Employment Act of 1967.

No person shall, on the ground of race, color, national origin, sex, religion, age, disability or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or be subjected to discrimination in employment opportunities or benefits.

Anyone who believes that Knox County Schools has discriminated against them or another individual may file a complaint. Knox County Schools has designated the following people to handle such grievances to comply with the law. Student complaints of discrimination on the basis of disability should be directed to the Section 504 Compliance Coordinator, (865) 594-1540. Complaints of discrimination on the basis of disability, sex, race, color, religion, national origin, age, or veteran status should be directed to the Title VI, Title IX and ADA Coordinator, (865) 594-1918 and/or the following:

Title VI Coordinator, Tennessee Department of Education  
**and/or**

The Office for Civil Rights, U.S. Department of Education  
P.O. Box 2048, 04-3010  
Atlanta, Georgia 30301-2048

# Knox County Schools Equal Opportunity Statement of Compliance

All students shall have the same opportunities with regard to programs and activities regardless of race, color, creed, religion, national origin, sex or disabilities.

The Board of Education fully supports the rights of all students to be free from discrimination based on discrimination as discussed herein, and will seek to investigate and as applicable, remedy any such discrimination within the Knox County Schools.

Students may submit complaints when they believe they have been discriminated against because of race, color, creed, religion, national origin, sex or disabilities.

## COORDINATOR

The Director of Schools or the Director's designated representative (Coordinator, Ombudsman) shall be responsible for coordinating the system's efforts to comply with non-discrimination laws.

The Ombudsman may be contacted in person at the Knox County Schools administrative offices at 865-594-1192.

## PROCEDURES

All complaints may be presented to a student's teacher, and/or the building level administrator (Principal), and/or directly to the Ombudsman. If satisfactory resolution of the problem cannot be reached after ample opportunity for consideration of the matter, the complainant may discuss the matter with the Director of Schools. After review of the case, the Director of Schools shall take such action as the Director deems appropriate and shall notify all parties concerned of the decision. The complainant may appeal the Director's decision to the Board. The Board will hear only complaints which have been carried through the proper procedure from the point of origin.

## Title IX Public Notice

The Knox County School System affirms that it will comply with Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Title II of the Genetic Information Nondiscrimination Act of 2008, Title VI and Title VII of the Civil Rights Act of 1964, and Age Discrimination Act in Employment Act of 1967.

No person shall, on the ground of race, color, national origin, sex, religion, age, disability or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or be subjected to discrimination in employment opportunities or benefits.

# Knox County Schools Equal Opportunity Statement of Compliance (cont'd)

Anyone who believes that the Knox County School System has discriminated against them or another individual may file a complaint. Knox County Schools has designated the following people to handle such grievances to comply with the law. Student complaints of discrimination on the basis of disability should be directed to:

Executive Director of Student Supports  
Office telephone number (865) 594-1540

All other complaints of discrimination on the basis of disability, sex, race, color, religion, national origin, age, genetics or veteran status should be directed to

Director of Employee Relations  
Title VI, Title IX and ADA and OCR  
P.O. Box 2188  
Knoxville, TN 37901-2188  
Fax (865) 594-5014

**and/or**

Title VI Coordinator  
Tennessee Department of Education

**and/or**

The Office for Civil Rights  
U.S. Department of Education  
P.O. Box 2048, 04-3010  
Atlanta, Georgia 30301-2048

# Tentative Testing Dates for School Year 2024-2025

Test(s)	Time Frame/Window
Fall 9-12 TCAP End-Of-Course	December 2-19, 2024
Spring 9-12 TCAP End-of-Course	April 14 - May 6, 2025
Spring 3-5 TCAP Testing	April 14 - May 2, 2025
Spring 6-8 TCAP Testing	April 14 - May 6, 2025
1st Semester Final Exams	December 17 - 19, 2024
Make-ups for 1st Semester Final Exams	December 20, 2023 (½ day)
Pre-ACT 8/9	December 2-19, 2024
ACT - Senior Fall Retake	October 16, 2023
ACT - Junior Day	March 12, 2025
Pre-ACT 10th Grade	February
RTI <sup>2</sup> Universal Screening Assessments	August 28 - September 15 January 8 - 26 April 24 - May 14
Mastery View Predictive Assessment	September 30 - October 30 March 3 - 14
Civics Exam	TBD
Access for English Learners	February 5 - March 29, 2024
World Language Assessment ACTFL	April 10-15
2nd Semester Senior Final Exams	May 16 - 17, 2024
2nd Semester Underclassman Finals	May 21 - 22, 2024
Make-ups for 2nd Semester Underclassman	May 23, 2023 (½ day)
AP Testing	May 6 -17, 2024