

**STUDENT  
PROGRESSION PLAN  
2023-24**

**SECONDARY SCHOOLS  
GRADES 6-12**

The Secondary Schools Student Progression Plan is the official resource for Knox County Schools and is in compliance with the Tennessee State Board of Education Rules, Regulations, and Minimum Standards. Click [HERE](#) for more information regarding the state standards.

The Secondary Schools Student Progression Plan was developed by district and school-level personnel. It provides state and local guidelines and procedures for placement of students in the appropriate grade level, subjects, and/ or special programs to ensure that each student is afforded the opportunity to grow academically. This document outlines what a student should know and be able to do to be promoted. It also communicates what KCS will do to assist students in meeting the requirements for promotion to the next level.

Knox County Schools will provide an educational program designed to help each student be college and career ready upon graduation from high school through implementation of the Tennessee State Standards.

The courses listed in The Secondary Schools Student Progression Plan embody the full array of courses offered throughout KCS; however, not all courses may be available in any one school. Only state-approved courses are listed; individual schools may not change titles, course descriptions, or prerequisites, nor may they add other courses that are not state-approved. Schools may choose to print their own Course Catalog; however, the courses included must come from The Secondary Schools Student Progression Plan.

The Secondary Schools Student Progression Plan is reviewed and updated annually. Although we strive for complete accuracy, BOE policies and procedures, course lists, and other content may change during the academic year and not be reflected in this edition. Questions concerning this publication or reports of inaccuracies may be directed to the Knox County Schools Executive Director of Secondary Education.

Knox County Schools does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated by Knox County Schools to handle inquiries regarding the non-discrimination policies:

Briana Hinton  
Director of Employee Relations  
Title VI, ADA & OCR  
(865) 594-1903  
(865) 594-5014 fax  
PO Box 2188  
Knoxville, TN 37901

Checovovia Foster-Bruce, JD  
Title IX Coordinator & Compliance Officer  
(865) 594-1918  
(865) 594-5014 (fax)  
PO Box 2188  
Knoxville, TN 37901

## **Department Directors, Secondary Supervisors & Secondary Specialists:**

Superintendent	Dr. Jon Rysewyk
Assistant Superintendent of Academics	Dr. Keith Wilson
Assistant Superintendent of Student Success	Jason Myers
Executive Director of College & Career	Shannon Jackson
Executive Director of Academic Supports	Julie Thompson
Executive Director of Literacy & Learning	Dr. Erin Phillips
Director of CTE	Matt Mosley
Director of Student Supports	Alicia Jones
Director of School Culture	Janice Cook
Director of Special Education	Dr. Karen Loy
Supervisor of Assessment	Laurie Driver
Director of Student Enrollment	Brian Hartsell
Director of Region 1	Danny Trent
Supervisor of Region 1	Shelly Maddux
Director of Region 2	Nathan Langlois
Supervisor of Region 2	Christy Dowell
Director of Region 3	Megan O'Dell
Supervisor of Region 3	Thomas Watson
Director of Region 4	Cindy White
Supervisor of Region 4	Adam Parker
Director of Region 5	Dr. Dexter Murphy
Supervisor of Region 5	Sallee Reynolds
Supervisor of ELL	Dr. Inna Slisher
Supervisor of Mathematics	Gary Petko
Supervisor of Languages and Literacy	Riley Brewer
Supervisor of Social Studies	Katherine Shultz
Supervisor of Science and STEM	Andrea Berry
Supervisor of Humanities	Dr. Jean Heise
Supervisor of Secondary Counseling	Jodie Overton
World Language Specialist	Darlene Davenport
RTI <sup>2</sup> Specialist	Paula Sarver
Athletics Specialist	Marion Quinn
Athletic Director Specialist	Bryan Brown
Visual Arts Specialist	Dr. Heather Casteel
Performing Arts Specialist	Angie Messer

## Table of Contents

<b>ENROLLMENT</b>	9	
Fifth Year Students and Homeless Students	10	
Undocumented and Unaccompanied Minors and Students in Foster Care	11	
Exchange Students	13	
Students from an Out of State Non-Public School and Students from Non-Traditional Schools	14	
From Mental Health Facilities	14	
From a Category 4 or 5 School and Home School Students	14	
Students Not Enrolled in any School During the Current School Year and From an Alternative School	14	
From Out of the Country or as a Student with Limited English Proficiency	15	
<b>STUDENT PLACEMENT</b>	15	
Middle School and High School Placement	15	
Out-of-District Student Transfer to the Regional STEM Academy	15	
Adult Education	16	
<b>ATTENDANCE</b>	16	
Compulsory Attendance and Exemption to Full Time Attendance	19	
Mental Health Facility In-State or Out-of-State	20	
Withdrawal from a Knox County School and Transfer to an Out-of-Zone School	20	
<b>DEPARTMENT OF SCHOOL CULTURE</b>	22	
School Social Work Services and Student Suicide Prevention	22	
Child Abuse and Neglect	25	
<b>EARNING CREDITS</b>	26	
Transferring Credit from Accredited Schools & Schools with Different Scheduling Configurations	26	
Transferring Credits from Tennessee Home Schools	26	
High School Credit Earned in Middle School	27	
Repeating Courses	29	
Credit Earned Outside the Base High School	29	
Asynchronous Online Learning (AOL): Formerly known as QuEST	30	
<b>CREDIT RECOVERY</b>	30	

<b>EARLY POST SECONDARY OPPORTUNITIES (EPSOs)</b>	33	
Honors and Accelerated Courses	33	
Framework of Standards for Honors Courses	34	
Advanced Placement (AP) Program	34	
International Baccalaureate Middle Years Programme	35	
International Baccalaureate (IB) Programme High School	36	
Cambridge International Program	36	
Dual Enrollment	37	
Governor’s School	38	
Statewide Dual Credit	38	
College Level Examination Program (CLEP)	40	
<b>CAREER &amp; TECHNICAL EDUCATION (CTE)</b>	41	
CTE Career Clusters	41	
Work-Based Learning	42	
Industry Credentials	43	
<b>GRADING &amp; ASSESSMENTS</b>	43	
TCAP Scores in Middle School and High School Uniform Grading Policy and Procedures	43	
Weighting Grades for Advanced High School Coursework	44	
Calculation of Grade Point Average (GPA)	46	
Lottery/Hope Scholarship	46	
Grade Changes	47	
Credits Per Course, Unlimited Credit, Limited Credit & Basis for Credit	47	
Advisory Credits	47	
Recording of Credit	48	
State End-of-Course Test (EOC)	48	
Exam Exemptions	49	
<b>GRADUATION</b>	49	
Graduation Requirements	49	
Students with Disabilities	50	
Student Course Load and Graduation Requirements	51	

Elective Focus	54	
Community Education Cluster	55	
Early Graduation & Ready Graduate	55	
Class Ranking and Equalization Formula	56	
<b>TYPES OF DIPLOMAS</b>	57	
Regular Diploma	57	
Graduating with Honors or Distinction	57	
Tri-Star Scholar	58	
Volunteer State Seal of Biliteracy	58	
International Baccalaureate (IB) Diploma	58	
Diploma of Specialized Education	58	
Alternate Academic Diploma	58	
Occupational Diploma	59	
Multiple Pathways to Graduation through Non-Traditional Models	59	
Non-Traditional Schools	59	
Alternative School Services	59	
<b>ATHLETICS</b>	61	
Eligibility of Home School Students	62	
NCAA Requirements	62	
<b>SPECIAL PROGRAMS</b>	64	
Homebound Instruction	64	
English (Second) Language Learners (ELL)	64	
AVID – Advancement Via Individual Determination	64	
Summer Bridge Program/Ninth Grade Transition Program	65	
<b>SPECIALIZED EDUCATION</b>	65	
Special Education Services	65	
Courses for Students with an Individual Education Plan	66	
<b>ENGLISH LANGUAGE LEARNERS</b>	67	
Undocumented and Unaccompanied Minors and Waiving ESL Services	68	
Age-Appropriate Placement of Els	68	

Refugees	69	
Retention	69	
SIFE (Students with Interrupted Formal Education)	69	
Identifying Els for Special Education Services	70	
Newcomers	71	
Welcome Center	75	
<b>TDOE MIDDLE AND HIGH SCHOOL POLICIES</b>	76	
<b>MIDDLE SCHOOL COURSE DESCRIPTIONS</b>	76	
Career and Technical Education (CTE)	76	
English Language Arts	79	
Fine Arts	80	
Literacy and Numeracy Interventions and Supports	84	
Mathematics	84	
Physical Education and Health	86	
Science	88	
Social Studies	89	
World Language	91	
Specialized Education	93	
<b>HIGH SCHOOL COURSE DESCRIPTIONS</b>	95	
Career & Technical Education (CTE) & Advanced Manufacturing	95	
Welding	95	
Agriculture, Food & Natural Resources	96	
Architecture & Construction	101	
Arts, Audio/Visual Technology & Communication	107	
Business Management & Administration	109	
Education & Training	114	
Finance	116	
Health Science	118	
Hospitality & Tourism	123	

Human Services	125	
Information Technology	128	
Law, Public Safety, Corrections & Security	133	
Marketing, Distribution & Logistics	136	
STEM	140	
Transportation	144	
<b>CORE ACADEMIC &amp; ELECTIVE COURSES</b>	147	
Driver Education	147	
Fine Arts	148	
JROTC (Junior Reserve Officer Training Corps (Airforce, Army & Navy)	156	
Language Arts	164	
Lifetime Wellness and Physical Education	171	
Literacy and Numeracy Interventions and Supports	173	
Mathematics	173	
Frequently Asked Questions about High School Mathematics	179	
Science	181	
Life Science Group	182	
Physical Science Group	185	
Social Studies	189	
Specialized Education	197	
World Language	199	
Freshman Seminar	207	
Appendix	208	



## **ENROLLMENT:**

**BOE #J-150**, Revised 7/22

Students new to Knox County Schools may seek enrollment at their zoned school. School zones can be found [HERE](#). An approved student transfer is needed to attend any school other than the school for which the student is zoned. Non-English speaking families may choose to enroll at the Welcome Center located at 535 Chickamauga Drive. Spanish speaking interpreters are on-site at the center. Interpreters for additional languages are scheduled by appointment. Please call 865-549-1760 to schedule an appointment.

If you have any questions regarding enrollment, please contact the Enrollment Office at 594-1502 or click [HERE](#) for more information about enrollment procedures and requirements.

### **New Students:**

When enrolling a student, parents or guardians should present the following information or documentation:

- **PROOF OF BIRTH**

Proof of birth may take many forms. The school will accept appropriate birth documentation as offered. No one form of documentation is required or preferred over another. Examples include but are not limited to the following:

- Birth Certificate (Issued by any government)
- Passport issued by any nation (translated)
- Immigration documentation
- Decree of adoption or other records issued by a court

- **IMMUNIZATION RECORDS**

Must be on a Tennessee Form. *(Contact Knox County Health Department if records are from another state)*

- **RECENT PHYSICAL EXAMINATION**

- **PROOF OF RESIDENCE**

Knox County Schools requires one of the following:

- Utility Bill
- Lease agreement or Deed

In cases where the utilities and/or lease agreement is in the name of a person other than the parent/guardian, the person listed must provide the utility bill and/or lease agreement and must provide a notarized letter stating that the parent/guardian and children are living at that address.

- **PROOF OF CUSTODY (if applicable)**

- **NAME AND ADDRESS OF THE CHILD'S PREVIOUS SCHOOL**

[BOE # J-310](#), Reviewed 11/21

### **Information Disclosure Prior To Enrollment:**

Each student, at the time of initial school registration, must note previous school expulsions, arrests resulting in a charge, arrests pending, and any juvenile justice actions. Knox County Schools have the authority to honor

the final order of expulsion or dismissal of a student by a previous school including in state, out-of-state, public/private.

The Board may deny admission of any student who has been expelled or suspended from another school system even though the student changes his or her residence. After a request for enrollment is made, the Supervisor of Enrollment shall investigate the facts surrounding the suspension from the former school system and make a recommendation to the Board to approve or deny the request.

If the action of the Board is to deny admission, the Director of Schools shall, on behalf of the Board of Education, notify the Commissioner of Education of the decision. Any school system that accepts enrollment of a student from another school system may dismiss the student if it is determined subsequent to the enrollment that the student has been suspended or expelled from the former school system.

### **Fifth Year Student:**

At the *discretion of the high school principal*, a non-graduated student who has completed four years of high school may return for a fifth year if the student:

- Has been continuously enrolled in school
- Can complete all requirements for graduation within one year
- Attends the Summer Extended Learning Program, if necessary, and achieves satisfactory grades
- Exhibited satisfactory behavior and attendance during the fourth year.

Any student granted permission to enroll for a fifth year must maintain satisfactory behavior, attendance and grades. If at any time these conditions are not met, the principal may remove the student from the high school and refer him/her to the regional adult program.

A fifth-year student, who feels that he/she has been incorrectly denied attendance for a fifth year, may appeal the decision to the Director of Secondary Education or his/her designee.

### **Homeless Student:**

Homeless students are individuals who lack a fixed, regular, or adequate nighttime residence. These students include:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals.
- Students who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
- Students living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
- Migratory students who meet one of the above-described circumstances.

Knox County Schools ensures homeless students have equal access to the same free appropriate public education as provided to other students. The McKinney-Vento Homeless Education Improvement Act gives children and youth in homeless situations the right to attend school, no matter where they live or how long they have lived there.

Knox County Schools provides a full time **Homeless Liaison** to work with and assist homeless children and their families. The Liaison provides ongoing sustainability in the program by ensuring that homeless children are immediately enrolled in school and receive the appropriate services and resources for which they are eligible. Students are provided with school supplies and transportation to their schools of origin to help maintain stability in their educational services.

Knox County Schools offers various services throughout the year for the homeless population. Tutoring services are provided at shelters, enabling students to complete their homework assignments and improve their knowledge and comprehension. Click [HERE](#) for more information.

### **Undocumented and Unaccompanied Minors:**

There are a variety of immigration statuses and students enter the United States in several different ways. Regardless of their official status, students who are undocumented have the same legal rights as citizens in terms of access to schooling and services.

Undocumented students are individuals who reside in the United States without formal legal permission. Some are visa holders who continue to live here after their visas expire. Others enter the U.S. without formal permission; there is no record from Customs or the Department of Homeland Security that they have entered the country or are living here because they did not request or receive permission from the government. For this reason, and since they are typically unfamiliar with the U.S. systems and do not speak English, these students are extremely vulnerable and in need of additional support and services.

It is not uncommon for these minors to come to the U.S. by themselves and/or to live with extended family members once they are here; those students are unaccompanied minors, and many will qualify as homeless students if the student lacks a fixed, regular or adequate nighttime residence. For information about enrolling undocumented students with limited English proficiency, please see the section labeled: From Out of the Country or as a Student with Limited English Proficiency. (page 12)

### **Students in Foster Care:**

Best Interest Determination Process:

The Department of Children's Services (DCS) will notify the Knox County Schools' foster care point of contact when a student enters foster care and whenever there is a change in the child's living arrangement within (1) one day of the event.

Should the child's placement be outside of the current zoned school, a best interest determination will be made within (5) five school days to decide if the child will attend the school zoned for his or her foster care placement or continue to attend the school of origin.

The foster care point of contact at each school will assist in the scheduling and facilitation of a meeting to discuss the appropriateness of the current educational setting and distance from potential placements to the student's current school. The meeting participants might include:

- A representative from DCS
- The district foster-care point of contact
- The educational decision maker for the child or youth
- The school principal or designee
- All other key partners for decision-making

The team will determine the child's best interest for school placement by utilizing the Best Interest Determination Checklist. The school social worker or DCS worker will complete the BID Checklist during the meeting and obtain signatures. The child will remain in school during this time, unless it is contrary to the child's best interest. The DCS representative has the flexibility to determine additional best interest factors and make the final decision.

### **Transportation:**

When the team determines that attending the school of origin is in the best interest of the child, the DCS point of contact will submit a transportation request to the KCS foster care point of contact for approval.

Within (5) five school days of the best interest determination meeting, the school district must arrange permanent transportation services. The KCS and DCS points of contact must ensure that interim transportation is provided to the student during this period and develop a transportation plan. Interim transportation arrangements are used for a maximum of (10) ten school days: (5) five school days while the best interest determination is being made and (5) five school days while the permanent transportation plan is being finalized.

Transportation will be provided for the duration of the child's time in foster care if it continues to be in the child's best interest to remain in the school of origin. If the child exits foster care before the end of the school year, the transportation arrangement will be maintained through the end of the quarter to maintain the child's educational stability, whenever possible.

The transportation procedure for students in foster care does not modify the school district's separate obligations to provide transportation for:

- Children in foster care who meet the definition of "homeless" under the McKinney-Vento Act
- Children who have transportation written into their individualized education programs (IEPs) because of legitimate special education needs.

Where a school district is obligated to provide transportation as part of the child's IEP as a "related service" under IDEA, KCS will provide transportation for a student in foster care to attend his or her zoned school and will cover the cost of transportation to his or her school of origin if in the best interest of the child.

Along with the DCS point of contact, the district will develop a transportation plan for students in foster care examining existing transportation options that include:

- Adding or modifying a stop to an existing bus route
- Dropping the child off at a school bus stop on the existing transportation system for the school of origin
- Using public transportation, if the child is of an appropriate age and has or can acquire the skills to utilize such option.
- Having foster parents transport the child to school.
- Utilizing pre-existing bus routes or stops close to the new foster care placement that cross school district boundaries, such as bus routes for magnet schools or transportation for homeless students required by the McKinney-Vento Act
- Providing transportation under another entitlement for which the child is eligible, such as IDEA
- Providing a shuttle service.

### **Exchange Students from Other Countries to KCS:**

Exchange students, with rare exception, use their semester or year in the United States for an experience abroad. A student is eligible for acceptance provided he/she is participating through an agency endorsed by the Council on Standards for International Educational Travel (CSIET) and is sponsored by an organization approved by Knox County Schools. [Click here](#) to view the approved list of Student Exchange Organizations for 2023-24. (Available after April 1, 2022)

The host family must reside in Knox County and provide proof of residency. Exchange students will only be accepted in grades 9-12. Generally, no more than two exchange students are enrolled in one school. Do not enroll any exchange student without first verifying the sponsoring organization has been approved by the Executive Director of Secondary Education.

Exchange students shall possess mastery of the English language to the extent that they can function in the school without the need for special help. Any who lack the necessary English skills will be subject to dismissal. Exchange students are ineligible for the English as a Second Language (ESL) program.

Knox County Schools view foreign student exchange programs primarily as the sharing of cultures. Therefore, the educational component shall be designed to enhance cultural experiences and not to produce high school diplomas. In keeping with this purpose, foreign exchange students accepted for enrollment shall be unclassified as to grade level and shall be scheduled into courses which, in the professional opinion of host school personnel, can lead the students into an understanding of American culture. Exchange students who satisfactorily complete a full schedule of prescribed courses will receive a Foreign Exchange Student Certificate.

### **What to do if a KCS Student Wants to Become an Exchange Student:**

1. The student must provide documentation including but not limited to:
  - a) A letter of support from the parent
  - b) A letter from the agency that will support the student.
  - c) A letter from the receiving school stating acceptance of the student.
2. The documentation is to be kept in the student's CR
3. The student will withdraw from KCS for the year that he/she will be educated abroad.
4. The counseling office will need to communicate with the receiving school and ask the school to submit a request for records – if records are needed – or to let the school know that the student has enrolled.
5. When the student returns to KCS, the credits received from the school he/she attended will transfer to the KCS transcript. The student remains in the cohort in which he/she started. The counseling office will make a request for records from the exchange school once the student returns to KCS.
6. The student will be allowed to enroll back in the last school attended, regardless of the credits earned at the exchange school. (In other words, if the student was on transfer, he/she will be allowed to return to that school or if the student's family has moved within the district, the student will be allowed to return to the school last attended);
7. If the student chooses not to return to KCS, the documentation collected on the front end will serve as documentation for the State to keep the student from counting against the cohort.

## **DIRECTIONS WHEN ENROLLING STUDENTS FROM NON-TRADITIONAL SCHOOLS:**

### **From an Out of State Non-Public School:**

1. Contact the school or check website to confirm accreditation.
2. If accredited, all credits on the transcript will be accepted.
3. If it is not an accredited program, grades and credits will be awarded consistent with KCS Homeschool procedures. (See below)

### **From an In-State Mental Health Facility:**

Students in a **Category 1-SP** residential treatment facility (in-state) stay enrolled at their base school; they are not dropped from Knox County Schools.

### **From Other Mental Health Facilities:**

Day treatment, out of state, and other in-state (not 1-SP) placements:

Schools should coordinate with their social worker regarding other Mental Health student placements (Non-Category 1-SP) to determine proper coding. If the facility is not accredited, test for core, but accept elective credits.

### **From a Category IV or V Home School:**

**BOE #J-130**, Reviewed 11/21

Home school students entering public schools are treated as students entering from other non-approved schools and are subject to State Board of Education Rule No. 0520-1-3-03(11). Students entering from Category 4 and 5 schools, as designated by the Tennessee State Department of Education, will be tested for credit. Students may be tested by taking and passing the final exam for each core course listed on a transcript from a Category 4 or 5 non-public schools. Upon passing the exam, credit may be awarded. If a student demonstrates mastery on the exam, then the student's grade from his/her transcript will be entered on his/her Knox County Schools' transcript. KCS has the authority to award credit for high school courses completed at non-public middle schools based on demonstrated mastery of the subject matter, e.g., successful completion of mastery test or written exam or performance in subsequent courses. Instructions for awarding credit are on page 27-28 under Transferring Credit from TN Homeschool. The examination administered to students in grades 10-12 shall follow the procedures outlined in the section titled, "Transferring Credit From Home School Students", (page 27). Click [HERE](#) for more information.

### **Students Not Enrolled in Any School During the Current School Year:**

Students enrolling after the midpoint of the semester, who have not been enrolled in any school during the school year, may be placed in regular courses and an approved recovery credit program. The schools will work to provide the best solution to meet/match student needs. The individual teacher for that course will give students enrolling late, but before the mid-point of the semester, make-up work.

### **Students Enrolling from an Alternative School:**

1. Check to make sure the student has completed the suspension.
2. Call the previous school if necessary.
3. Notify the principal.

## **Students Enrolling from Out of the Country or as a Student with Limited English Proficiency:**

Contact the Welcome Center located at 535 Chickamauga Avenue. Visit the center or call 865-594-1760 to schedule enrollments. The following services are provided:

- Translators available for Spanish, Arabic, Swahili, and Kirundi
- Enrollments completed for grades K-12 at one location.
- An overview of KCS's policies regarding attendance, grades, and discipline including dress code and bullying
- Information regarding transportation to school (bus stops, number, and arrival time).
- Screening for ESL eligibility
- Information regarding community support services

## **STUDENT PLACEMENT**

**BOE #J-151**, Reviewed 11/21

The criteria for placement of students in the secondary school program should include the following sources:

- Scholastic achievement and aptitude test data
- Teacher recommendation
- Scholastic grades and credits
- Course offerings and competency requirements
- Career goals of the student
- Parent and student preference

### **Middle School Placement:**

The purpose of middle school is to provide for continued emphasis on the basic skills of learning and to assist students in making the transition from elementary school to high school. Middle school provides specialized instruction in language arts, mathematics, science, and social studies. A variety of exploratory courses such as art, band, orchestra, chorus, general music, physical education, health, world languages, computer, and other various classes are also offered and vary by school.

### **High School Placement:**

The guiding principle for organizational framework at the secondary level is to provide support for tailoring educational opportunities to the interests, needs, and aptitudes of the individual student.

### **Out-of-District Student Transfer to the Regional STEM Academy:**

**BOE #J-154**, Reviewed 11/21

The Knox County Board of Education established a regional Science, Technology, Engineering and Mathematics (STEM) school, the L&N STEM Academy (hereinafter "the STEM Academy") in 2011. The STEM Academy began as a high-quality, rigorous, stand-alone Knox County magnet school focused on the STEM disciplines and particularly on the use of technology as a learning tool.

The STEM Academy is not a comprehensive high school and does not offer all educational services to all students. Rather, it endeavors to provide opportunities not otherwise available to Knox County students and students from outside the district as provided for in this policy.

The STEM Academy is a regional school designed to provide students from the East Tennessee region access to courses that will prepare them for work or study following graduation and to offer opportunities not otherwise available to students from small, rural districts due to funding constraints, staff limitations, scheduling constraints, and distance from higher education institutions. As such, the STEM Academy has no defined zone and enrolls both students from within the district as well as a limited number of students from outside the district. For more information, click below.

### **Adult Education:**

Knox County Schools no longer provides Adult Education or Adult Evening High School. [Learn how you can earn your High School Equivalency \(HiSet\) in Tennessee.](#) Click [HERE](#) for more information regarding the HiSet Test.

Adults can get a high school diploma by taking the High School Equivalency Test (HiSET).

Tennessee offers free Adult Education classes and testing in every county of the state.

For more information call 865-594-0320 or 1-844-323-7323

Or contact TCAT Knoxville/District 2

1100 Liberty Street

Knoxville, TN 37919

[pam.stubbs@tcatknoxville.edu](mailto:pam.stubbs@tcatknoxville.edu)

Click [HERE](#) for more information.

### **ATTENDANCE**

**[BOE #J-120](#)**, Revised 7/22

Attendance is a key factor in student achievement; therefore, students are expected to be present each day that school is in session. Parents have both a legal obligation and a moral responsibility to see that children are present every day that school is in session.

The Director of Schools shall establish and maintain an attendance program designed to ensure all school age children attend school and that alternative program options are available for students who do not meet minimum attendance requirements. This program shall be designed so that it addresses and adheres to all statutory and regulatory requirements established by the State of Tennessee. School administrators and faculties are expected to develop programs and practices to achieve or exceed student attendance goals established by the State Board of Education. 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, injury, and hospitalization
- Illness in the family temporarily requiring help from the child
- Death in the immediate family
- Recognized religious holidays regularly observed by persons of the student's faith
- Verifiable family emergency



- Court appearances for summons, subpoena, or court order
- Students who are pregnant are excused from school for hospitalization and doctor's appointments when a physician's statement is provided. If a student is participating in a homebound program due to pregnancy, the homebound teacher will maintain attendance documentation.
- Juniors and seniors are allowed two (2) days per year for college visits. These will be counted as excused absences.
- Visits must be arranged through the school counseling office.
- Students participating in school-sponsored activities whether on or off-campus shall not be counted absent. To qualify as "school sponsored," the activity must be school-planned, school-directed, and staff-supervised.
- Extenuating circumstances determined on a case-by-case basis.

For students with a parent or guardian who is deployed as a member of the United States Armed Forces, the following excuses shall apply provided the student furnishes appropriate documentation of the service member's deployment:

- An excused absence for one day when the service member is deployed.
- An excused absence for one day when the service member returns from deployment.
- Excused absences for up to 10 days for visitation when the service member is granted rest and recuperation leave and is stationed out of the country.

Any absence not complying with the above reasons for excused absences will be considered as unexcused. Examples of unexcused absences are family vacations taken during the school year and "senior skip day".

The principal or designee shall be responsible for ensuring the following:

- Attendance is checked and reported daily for each class.
- Student tardies and early dismissals are recorded on sign-in/sign-out sheets.
- Written excuses are submitted for absences and tardiness.
- If necessary, verification is required from an official or other source to justify absences.
- System-wide procedures for accounting and reporting are to be followed.
- Out-of-school suspensions (OSS) are not reported as an unexcused absence and are not a chargeable offense for truancy in Juvenile Court.
- Students in a homebound program are not marked absent from school. The homebound teacher records attendance for homebound students.

Excuses for absences must be made in writing to the principal or administrative designee by a parent or guardian and must be submitted within five (5) days of the student's return to school. All absences, and/or corrections to absences 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.

A parent or guardian shall be notified each time a student has five (5) days (aggregate) of unexcused absences and that attendance at school is required. Additional notices shall be sent after each successive accumulation of five (5) unexcused absences.

Upon or before five (5) days of unexcused absences, the principal or designee shall notify the director of schools or designee and initiate meaningful communications with the student and their parent/guardian. The school shall attempt to determine the underlying cause(s) of the unexcused absences. When appropriate, a plan to improve school attendance should be initiated for the student.

Upon or before ten (10) days of unexcused absence, the principal or designee shall attempt to meet in person with the student and/or their parent/guardian, develop or refine the attendance plan, and provide necessary supports and services to improve school attendance. The principal or designee shall maintain documented attempts to meet with the student and their parent/guardian and the resulting attendance plan.

Parent/guardian of a student with excessive (more than 5) absences may appeal the absences. Whenever possible, attendance issues should be resolved at the school level. Parents/guardians who wish to appeal a student's excessive (more than 5) absences shall communicate their appeal to the school principal. At the appeal, the principal will provide the parent/guardian written notice of the unexcused absences and the parent/guardian will have the opportunity to be heard. The burden of proof rests on the student or the parent/guardian.

### **Attendance Guidelines:**

Faculties shall encourage student attendance and completion of classroom assignments according to the following guidelines:

### **Assuring Quality Classroom Experience:**

Maximum effort shall be made in all classroom settings to provide a quality learning experience for each individual and to ensure that each day's class time is important.

### **Emphasizing Regular Attendance:**

Teachers shall inform students that time on task is essential to learning, that instruction loses context with lapse of time, and that, if students are absent from class, work that must be made up outside of the regular classroom environment does not provide the same opportunity for learning as the regular class time.

### **Making-Up Assignments:**

If a student must be absent from school for any reason, excused or unexcused up to ten (10) days, upon returning to school, he/she shall be given the opportunity to make up all assignments that were missed during the student's absence. The student must request make-up assignments within three (3) days after returning. Teachers shall set a reasonable time for the completion of the work. Failure of a student to initiate a request for make-up work within three (3) days may result in lost opportunity for credit for that assignment.

### **Suspended/Expelled Students**

Students who are suspended or expelled from school for more than 11 days shall be offered placement in the Alternative School Program for the duration of the suspension or expulsion unless the student is a danger to the school community.

Students who refuse Alternative School placement or are dismissed from the Alternative School Program early for any reason or have been considered a danger to the school community shall not be given the opportunity to request make-up assignments.

To be counted present on all accounting attendance records, students in grades K-12 shall attend school for a time period of three (3) hours and thirty (30) minutes per school day. Students who attend less than three (3) hours and thirty (30) minutes per school day shall be recorded and reported as absent on all attendance records.

Students participating in school-sponsored activities whether on or off campus shall not be counted absent. To qualify as “school-sponsored,” the activity must be school-planned, school-directed, and teacher-supervised.

Mass exodus or early dismissal or late arrival of all students or any segment of students shall not be permitted for any reason except for emergencies such as inclement weather or other unavoidable situations unless instruction time is made up in full.

Student attendance records shall be given the same level of confidentiality as other student records.

### **Compulsory Attendance:**

**BOE #J-122**, Reviewed 11/21

Parents, guardians, and other persons with parental rights, with legal responsibility of any child or children between the ages of six (6) and seventeen (17) years, both inclusive, shall be responsible for their attendance in a public or non-public school. In the event of failure to do so, the parents, guardian, or other persons will be subject to the penalties provided in the Compulsory School Attendance Law.

Children between the ages of six (6) and seventeen (17) years, both inclusive, must attend a public or private school. Under certain circumstances the Board may temporarily excuse students from complying with the provisions of the compulsory attendance law. Pregnancy shall not constitute a reason to be exempted from compulsory school attendance.

The compulsory attendance law *shall not apply* to the following:

- Children mentally or physically incapacitated to perform school duties, such disabilities to be attested by a duly licensed physician in all cases;
- Children who have completed high school and hold a high school diploma;
- Children temporarily excused from attendance in school under rules and regulations promulgated by the state board of education, which rules and regulations shall not be in conflict with TCA § 49- 6-3001;
- Children six (6) years of age or under whose parent or guardian have filed a notice of intent to conduct a home school as provided by TCA § 49-6-3001 or who are conducting a home school as provided by TCA § 49-6-3050;
- Children who have attained their seventeenth (17th) birthday and who’s continued compulsory attendance, in the opinion of the Board of Education in charge of the school to which the children belong and are enrolled, results in detriment to good order and discipline and to the instruction of other students and is not of substantial benefit to the children.

### **Exemption to Full Time Attendance:**

Principals and/or parents may request an exemption to full time attendance for a student for the following reasons:

- Dual enrollment
- Experiential Learning – Internship or other work-related experience; (Principal approval required)
- Hardship. (Principal approval required)
- The school principal has the authority to revoke the Exemption to Full Time Attendance if the student incurs 5 or more unexcused absences or if the student’s grades fall below a “C.”

### **Mental Health Facility – In-State or Out-of-State:**

In-state residential treatment facilities are State Category 1-SP schools. These students are never dropped from Knox County. They stay enrolled in their base school. Sites that are out-of-state facilities, not on the approved Residential list, or are Day programs, fall into a different classification altogether.

### **Withdrawal from a Knox County School:**

Students shall notify their teacher(s) and/or principal when it is known that they will be withdrawing from school. Students under 18 years of age must be withdrawn by their parent (custodial) or legal guardian.

If a student drops a class or withdraws from school during a grading period, each teacher will record on the withdrawal form, grade sheet, and permanent record the grade letter and/or numerical equivalent attained as of the date of withdrawal.

The principal or designee shall ensure that all information is completed on a student's record before a transcript is sent to another school.

### **Transfer to an Out-of-Zone School:**

Knox County Schools have specific zones set up for school attendance. Knox County students must attend the school in the zone where their legal parents/guardians reside unless granted an approved transfer. If a parent would like for their child(ren) to attend a school outside his or her zone beginning in the upcoming school year, a transfer must be granted. An approved transfer is valid through terminal grade of the school, (K-5, 6-8, 9-12). If approved, parents will be responsible for transportation and shall accompany their student(s) to the school for enrollment/registration.

A student transfer may be recommended for revocation for good and sufficient reasons, such as:

- Attendance
- Discipline
- Lack of academic progress

During the school year students may also be placed in a school outside of their zoned school by the Superintendent for the following reasons:

- Safety
- Welfare of the student
- Programming

### **Transfer Application:**

Only the student's parent or guardian may apply for a transfer on behalf of the student. The Director of Schools has established a transfer procedure that will provide transparent and equitable opportunity for transfer to all applicants. Click [HERE](#) to view more KCS Transfer Information

If a transfer application is not made at the proper time, or is denied, students shall report to their base school at the beginning of the new school year.

### **General Conditions Regarding Transfers:**

Transportation *will not* be provided by the Knox County Board of Education. Unless so stated, transportation shall be the responsibility of the parents, guardians, or student.

All transfers are subject to limitations of available capacity. Determinations of capacity will take into consideration physical space available, program offerings and the staffing level established under the school.

Any out-of-zone or out-of-district student in grades 6-12 found to be enrolled in or attending a school other than their base school without an approved transfer shall be returned to the appropriate base school at the end of the semester in which the violation is discovered. Students in grades K-5 shall return to their base school at the end of the nine-week grading period in which the violation was discovered. If the wrongful transfer or enrollment is believed to have been a willful action on the part of a parent or guardian, the Director of Schools may pursue action under the provisions of the Tennessee Code Annotated.

Approved general transfers are generally effective through the terminal grade 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 request that the transfer be revoked, and the student be returned to the base school. The Director of Schools or his designee shall review and approve or deny any principal's request to revoke a student transfer. Students who are directed to return to their base school shall do so at the end of the semester, unless the Director of Schools determines it is in the best interest of the student and/or the school system to do otherwise.

Appeal – The school system's decision in the selection of request school for students applying for courses not offered in their base school are not appealable. Parents/guardians may appeal all other transfer decisions to school officials in the following order:

1. Director of Enrollment
2. Appeals Committee
3. Director of Schools
4. Knox County Board of Education

**TSSAA Restrictions:**

**BOE #J-152** Revised 7/22

Students who participate in TSSAA governed sports and transfer to another school may lose athletic eligibility for one year.

## **DEPARTMENT OF SCHOOL CULTURE**

### **School Social Work Services:**

**BOE #J-196** Revised 11/21

Each school shall provide a social service program for all students through the cooperative efforts of the principal, teachers, and school social worker. The program of social services shall reflect responsibility for attendance and school/home concerns that adversely affect pupil progress. The school social worker may be involved in the following ways:

- Improve communication between the school and the home.
- Act as a child and family advocate and provide liaison services between agencies and the school and parents.
- Provide necessary information to families on services available and methods of obtaining such services.
- Make home visits where a lack of information exists with reference to a child's problems.
- Work closely with Juvenile Court concerning excessive absence cases and other school related matters
- Maintain close contact with Department of Children's Services concerning child abuse, neglect, and dependency cases.
- Work closely with IEP Teams and act as a member of those teams upon request.
- Provide information on community agencies and resources.
- Process referrals for emergency food and/or clothing.

### **Student Suicide Prevention:**

**BOE #J-580** Revised 7/22

Knox County Schools is committed to protecting the health and well-being of all students and understands that physical, behavioral, and emotional health are integral components of student achievement.

Faculty and staff are expected to be proactive in maintaining a safe and supportive learning environment and to immediately report to the building principal any indications that a student may be in danger of harming himself/herself or others.

Students are strongly encouraged to report if they, or another student, are feeling suicidal or in need of help. A summary of available resources shall be annually updated and posted for students.

### **Prevention:**

All district employees will participate in an annual 2-hour in-service training in suicide prevention. The training shall include, but is not limited to, the identification of risk factors, warning signs, interventions and response procedures, referrals, and postvention strategies.

The Director of School Cultures is responsible for planning, coordinating and monitoring the implementation of this policy. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact for issues relating to suicide prevention and policy implementation. The Director of School Culture shall maintain a list of suicide prevention coordinators including the name of each school and assigned coordinators throughout Knox County Schools. This list shall be updated at least annually.

## **Intervention:**

**Any employee who reasonably believes that a student is at imminent risk of suicide shall report such belief to the principal or designee.**

Indications that a student is at imminent risk of suicide include, but are not limited to the following:

- Evidence of suicidal ideation
- Evidence of a suicide attempt
- An act of self-harm.

A student may also complete a student self-referral if he or she feels at risk of suicide.

A student should report to a staff member if they believe another student is at imminent risk of suicide. This report should be investigated by staff in person, by phone or virtually.

## **In Person:**

1. Upon notification, the principal or designee shall ensure the student is placed under continuous adult supervision.
2. A Suicide Threat Assessment will be completed by a school counselor, school psychologist or social worker designated by the school's principal or designee.
3. Emergency medical services shall be contacted immediately if an in-school suicide attempt occurs.
4. The principal or designee shall contact the Director of School Culture if additional support is required.

## **Virtually:**

1. Upon notification, the principal or designee shall attempt to contact the student's parent or guardian.
2. A Suicide Threat Assessment will be completed by a school counselor, school psychologist or social worker designated by the school's principal or designee in person, by phone or virtually.
3. If the threat is thought to be imminent and a parent or guardian is not present with the student, emergency services will be sent to the student's home. The school staff member should attempt to stay in contact with the student until emergency services arrive.
4. If the student's parent or guardian is at home, they will be instructed to provide continuous supervision of the student and seek medical attention for the student immediately.
5. The principal or designee shall contact the Director of School Culture if additional support is required.

If appropriate, the principal or designee shall contact the student's parent/guardian and provide the following information:

- Inform the parent/guardian that there is reason to believe the student is at risk of suicide.
- Inform the parent/guardian if emergency services were contacted.
- Inform the parent/guardian of the results of the Suicide Assessment.
- Ask the parent/guardian whether he/she wishes to obtain or has obtained mental health counseling for the student.
- Provide the names of community mental health counseling resources if appropriate.

The Director of Schools or designee will seek parental permission to communicate with outside mental health care providers regarding a student. If the student is under the age of 16 and the parent/guardian refuses to seek appropriate assistance, the Director of Schools or designee shall contact the Department of Children's Services.

If the student is 16 years of age or over and refuses to seek appropriate assistance, the Director of Schools or designee shall contact the Department of Children's Services.

The principal or designee shall document the incident, including contact with the parent/guardian, by recording:

- The time, date and circumstances which resulted in the student coming to the attention of school officials
- A timeline of the specific actions taken by school officials
- The parent/guardian contacted, including attempts
- The parent/guardian's response
- Time and date of release of student to authorized individual.

**Anticipated Follow-Up and Safety Plan:**

*Schedule a safety plan review date as appropriate.* Prior to a student returning to school, the principal and school counselor and/or school psychologist shall meet with the student and his/her parent or guardian to develop a safety plan. A school support team shall convene to determine if an additional evaluation and/or supports are needed. The principal will identify an employee to periodically connect with the student to monitor his/her safety and address any problems or concerns with re-entry.

ASSESSMENT AND CARE TEAM Knox County Schools is committed to maintaining campuses and workplace environments that are safe and secure for all students, staff, faculty, and visitors. As part of this commitment, Knox County Schools has established an Assessment and Care Team ("AaCT"), which is empowered to support school staff in assessing risk and, in cooperation with other agencies as appropriate, formulate an appropriate response in situations where an individual's behavior and/or statements indicate they may present a threat to the health or safety of themselves or of others. The AaCT seeks to mitigate potential risks before they result in harm. The AaCT consists of school administrative and counseling or school psychologist staff, along with any other staff who are assigned by the Executive Director of Student Supports and Director of School Culture.

**Postvention:**

Immediately following a student suicide death, the school or district crisis team shall meet and develop a postvention plan. At a minimum, the postvention plan shall address the following:

- Verification of death
- Preparation of school and/or district response, including support services
- Informing faculty and staff of a student death
- Informing students that a death has occurred
- Providing counselors to support students, faculty, and staff at the school
- Providing information on the resources available to students, faculty, and staff.

The crisis team shall work with teachers to identify the students most likely to be impacted by the death to provide additional assistance and counseling if needed. Additionally, staff and faculty will review suicide warning signs and reporting requirements.



## **Child Abuse and Neglect:**

**BOE #J-400** Revised 8/22

In accordance with Tennessee Law, Knox County Schools acknowledges its responsibility to require employees to immediately report cases of verified or suspected child abuse and neglect.<sup>1</sup> Individuals who have reasonable cause to know or suspect that any child has been abused or neglected are, by statute, responsible for immediately reporting such suspicions directly to the Department of Children's Services.

All Knox County Schools personnel are required to immediately report suspected child abuse or neglect. Each Knox County School shall designate a Child Abuse Coordinator and an Alternate Child Abuse Coordinator. The Director of School Culture shall maintain a list of Child Abuse and Alternate Child Abuse Coordinators including the name of each school and assigned coordinators throughout Knox County Schools. This list shall be updated at least annually. When a report is made, the information should include, to the extent known by the reporter, the name, address, telephone number of the child and parents or guardian, birthdate (age) of the child and present whereabouts of the child, if not at home. The following procedures for reporting cases are designated:

### **Reporting Procedures:**

Suspected child abuse and/or neglect by someone other than a Knox County Schools employee:

1. The employee must immediately report the suspected child abuse or neglect to:
  - a) The Department of Children's Services (DCS) or the Chief Law Enforcement Officer.
  - b) The Child Abuse Coordinator or Alternate Child Abuse Coordinator; and
  - c) Knox County Schools Security Department
2. A Knox County Schools Suspected Child Abuse and Neglect Referral form should be completed and maintained separately from the educational record in a secured location designated by the principal and Child Abuse Coordinator. The Child Abuse Coordinator (or Alternate if the coordinator is not available) or principal shall serve as the liaison to the Department of Children Services and law enforcement.

Suspected child abuse and/or neglect by a Knox County Schools employee.

1. The employee must immediately report the suspected child abuse or neglect to:
  - a) The Department of Children's Services (DCS) and/or the Chief Law Enforcement Officer.
  - b) The Child Abuse Coordinator, Alternate Child Abuse Coordinator, and the school principal, Human Resources, or other appropriate system administrators.
2. A Knox County Schools Suspected Child Abuse and Neglect Referral form should be completed and maintained separately from the educational record in a secured location designated by the principal and Child Abuse Coordinator. The Child Abuse Coordinator (or Alternate if the coordinator is not available) or principal shall serve as the liaison to the Department of Children Services and law enforcement.
3. After waiting twenty-four (24) hours (i.e. business day) from the initial reporting, the Principal, in conjunction with the Human Resources Department, shall begin the investigation via a team approach. Determination of the team members shall be made on a case-by-case basis, which would be sensitive to gender issues.
4. A copy of Knox County Schools' documentation for reporting procedures shall be sent to the local court system, the law enforcement agencies, and the Department of Children Services. School employees of any type, including but not limited to the Child Abuse Coordinator, shall not provide any information relevant to the suspected child abuse or child sexual abuse to the child's parent or guardian, and must refer any

questions from the child’s parent or guardian to the Department of Children’s Services and/or the investigating law enforcement agency.

The alleged perpetrator of the child abuse or neglect should not be notified that a report of abuse has been made or that there is a pending investigation by the Child Abuse Coordinator unless compelling reasons exist to do so.

By law, the person reporting in good faith shall be immune from any civil or criminal action and his/her identity shall remain confidential except when the juvenile court determines otherwise.

In cases of suspected abuse and/or neglect, the law requires the school system to provide all school records to the Tennessee Department of Children’s Services, juvenile court judge, or the police if requested. This includes any surveillance videos depicting suspected child sexual abuse instances on Knox County Schools property, on a school bus, or at Knox County Schools-sponsored events.

Parental permission is unnecessary as the Family Rights and Privacy Act (FERPA) creates an exception for information released “in connection with a health or safety emergency”. The alleged perpetrator of the child abuse or neglect should not be notified that a report of abuse has been made or that there is a pending investigation unless compelling reasons exist to do so.

## **EARNING CREDITS**

### **Transferring Credit:**

Students transferring from any state, regionally, or nationally accredited school will have all credits accepted. A student transferring from one Knox County School to another or from any state, regionally, or nationally accredited school to a Knox County high school will have his/her credits required to graduate determined by the number of credits attempted. Students from outside KCS must provide a current transcript. Students may provide a report card or verbally indicate courses in which they are currently enrolled for course placement purposes.

The weighted grade from another high school will be honored in calculating the GPA IF the equivalent course was offered in Knox County Schools for the school year the grade/credit was earned.

### **Transferring Credit from Schools with Different Scheduling Configurations:**

Because of varying scheduling configurations in high schools, conversion guidelines have been established to calculate the number of credits required for graduation. The total number of credits required for graduation will be four fewer credits than the maximum number of credits available during the four years (beginning in the ninth grade). Appropriate conversions will be made for students who transfer into KCS from districts using a different grading scale or credit configuration.

### **Transferring Credit from Category IV and V Home Schools :**

(Schools should check the [non-public home school list](#) and the approved [Category III](#) on-line school list.)

Students entering from Category 4 and 5 schools, as designated by the Tennessee Department of Education, will be tested for credit. Students may be tested by taking and passing the final exam for each core course (English, Math, Science, Social Studies, and Wellness) listed on a transcript from a Category 4 or 5 non-

public schools. Upon passing the exam (see “Credits” section below), credit may be awarded. If a student demonstrates mastery on the exam, then the student’s grade from his/her transcript will be entered on his/her Knox County Schools’ transcript. Home school students for which transcripts state they have earned a credit in world language shall be administered the Knox County EOC/mastery test for the highest level of language for which they are requesting credit be given. (Ex. A student who has earned a credit in French I and II will be given the French II EOC). KCS has the authority to award credit for high school courses completed at non-public middle schools based on demonstrated mastery of the subject matter, e.g., successful completion of mastery test or written exam or performance in subsequent courses.

### **Credits:**

Grades and credits from elective courses that do not require a state or local EOC will be transferred from the home school transcript directly.

Credits/grades for courses in English, math, science, social studies, and wellness shall be determined as follows:

- Students scoring 70% or above on the EOC/mastery test for a course will be granted credit,
- and the grade for the course will be taken from the home school transcript.
- A student scoring below 70% but not lower than 60 on the EOC/mastery test, may appeal to the school principal, in conjunction with the content supervisor, for consideration of credit/grade for the course.

### **Credits/grades for world language will be determined as follows:**

- Students scoring above 70 on the EOC/mastery test will be granted credit for the course level of the EOC and any levels below it. (EX. A student taking the French II EOC and scoring a 70 or higher will be given credit in French II and French I). The grade for the course(s) will be taken from the home school transcript.
- Students scoring below 70 on an EOC/mastery test above the first year of language will be given the opportunity to take the EOC the next level down. If the student scores 70 or higher on the EOC/mastery test for the next level down, credit will be granted for that level and the grade will be taken from the home school transcript.

The same appeal process may be used for students scoring between 60 and 69 on a world language EOC/mastery test. Students who have taken the EOC/mastery test can submit their official scores for consideration of credit to the Director of Secondary Education.

### **High School Credit Earned in Middle School:**

Students in a KCS middle school who successfully complete a course which includes the EOC/mastery test in a class taught using the high school curriculum standards will earn high school credit. The grade earned will be posted on the high school transcript and calculated in the high school GPA.

For students who attended a middle school whose academic record/transcript indicates a high school course was taken in middle school, the determination of posting high school credit will be as follows:

Knox County Schools will honor the sending school district’s policy, provided it is an accredited school. KCS will not award credit if the sending school/district’s policy was not to award credit. If no transcript exists, our school will contact the former middle school and request documentation of the completed high school course and the grade earned. Our school will also seek clarification about the sending school/district’s

high school posting procedures (e.g., are grades posted on the high school transcript? If posted, are they calculated in the high school grade point average?).

If determination is made that a student did not receive high school credit, a parent may request that the student be tested to receive a Pass/Fail credit. See procedure below.

**Procedure:**

A student must take a Knox County EOC/mastery test and receive a passing score as listed below:

Credits/grades for courses in English, math, science, social studies, and wellness shall be determined as follows:

- Students scoring 85 or above on the EOC/mastery test for a course will be granted credit on a P/F basis. The “Pass” credit is ignored in attempted credits and is not counted in the GPA.
- A student scoring below 85, but not lower than 60 on the EOC/mastery test, may appeal to the school principal, in conjunction with the content supervisor, for consideration of credit/grade for the course.

Credits/grades for world language will be determined as follows:

- Students scoring above 70 on the EOC/mastery test will be granted credit (Pass/Fail) for the course level of the EOC and any levels below it. (EX. A student taking the French II EOC and scoring a 70 or higher will be given credit in French II and French I).
- Students scoring below 70 on an EOC/mastery test above the first year of language will be given the opportunity to take the EOC the next level down. If the student scores 70 or higher on the EOC/mastery test for the next level down, credit will be granted for that level on a Pass/Fail basis.

The same appeal process may be used for students scoring between 60 and 69 on a world language EOC/mastery test. Students who have taken the EOC/mastery test can submit their official scores for consideration of credit to the Subject Area Supervisor/Director of Secondary Education.

- The subject area department chair at the high school will provide to the high school counselor an EOC review or practice questions.
- The high school counselor will administer and proctor the exam, and the subject area department chairperson will grade the exam.
- Upon receiving documentation from the subject area department chair, the course and grade of Pass/Fail will be entered into the student’s academic history, semester one of the ninth-grade year. A copy of the documentation will be filed in the student CR. The credit earned will be pass/fail.

**High School Credit-Bearing Courses Earned in Knox County Middle Schools:**

High school credit-bearing course offerings vary for middle school students based on availability. Course offerings may include the following:

- Honors Algebra I/Integrated Math 1
- Honors Geometry/Integrated Math 2
- Honors Algebra II /Integrated Math 3
- Honors Physical Science
- Honors Biology
- World Languages
- World Geography
- High School Credit CTE Courses

Any middle school student enrolled in Honors Algebra I, Honors Geometry, Honors Algebra II and Honors Biology must take the state-mandated End-of-Course (EOC) assessment.

Any student that takes a high school science in middle school must take 3 science credits in high school.

The State High School Policy requires students to take a mathematics course each year while in high school, even if the student already has the required 4 math credits for graduation prior to the senior year.

### **Course Prerequisites:**

Many KCS courses have prerequisites. These prerequisites must be honored unless a student petitions and the ensuing conversations with school representatives indicate that an exception should be made. This exception will be based on the student data and/or the student's Individualized Education Plan (IEP).

### **Repeating Failed Courses:**

**BOE #I-350** Revised 9/21

With the principal's permission, students may repeat courses on a space-available basis under provisions set forth in this policy. Courses previously failed may be repeated in summer school or during the regular school year.

### **Repeating Passed Courses:**

Courses passed within a sequential subject may not be repeated after the student has received a passing semester grade in the next course. (For example: the student may not repeat Spanish I after receiving a passing semester grade in Spanish II.)

### **Computation of Credits and Grade Points:**

When a course is repeated, the higher of the grades shall be computed in the GPA and all course attempts will remain on the transcript as part of the cumulative record. The numerical grades earned in middle school courses taken for high school credit will appear on the student's high school transcript and will be calculated in the student's cumulative grade point average.

### **New Credit:**

Students who wish to supplement their traditional program may earn first time credit through online learning, summer school or Dual Enrollment. Students desiring to earn new credit must have prior approval of the Principal.

### **Credit Earned Outside the Base High School\*:**

**BOE #I-122** Reviewed 9/21

High school course credit (i.e., e-learning courses, distance learning courses, etc.) earned outside the district shall be accepted only with prior written permission of the high school principal and only within the following limiting conditions:

- Institution awarding course credit is accredited by the state or by a state-approved accrediting agency;

- Makeup credit may be allowed for a failed course that will enable the student to graduate with his/her class;
- New course credit may be allowed only in the case of a student who, for reasons beyond the student's control, is unable to schedule the course in the base high school, or the new course credit will enable the student to graduate with his/her class;
- Credit should be allowed only for courses which provide a final examination covering all terminal objectives of the particular curriculum framework of the Tennessee Department of Education;
- All financial costs associated with the course work will be assumed by the student;
- Enrollment for courses outside the district must be in addition to the minimum number of school courses in which the student is required to be enrolled at all times.

Upon receipt of the course grade transmitted directly from the granting institution, the receiving 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.

\*This does not apply to Dual Enrollment courses taken through Knox County Schools Dual Enrollment partners.

### **Asynchronous Online Learning: (Formerly known as QuEST)**

The Asynchronous Online Learning (AOL) program is an opportunity for our students to engage in courses virtually which may not be offered at their base school. Courses will be offered in an *asynchronous* format with teacher recorded materials allowing students to work at their own pace within a specific timeframe. A current catalog will be sent to the base schools once that information is updated. More information about the AOL program can be found in the appendix as soon as it becomes available.

What makes a good AOL student?

- Self-Motivated
- Able to work independently without prompting from teacher of record
- Organized
- Capable of keeping up with all assignments

If the student is not self-motivated, the AOL setting would not be recommended.

## **CREDIT RECOVERY**

### **Credit Recovery:**

**BOE #I-351** Revised 11/22

Credit Recovery is a course-specific, skill-based, extended learning opportunity for students who have previously been unsuccessful in mastering the content or skills required to receive course credit or earn promotion. Its primary purpose is to help students who encounter situations beyond their control (i.e., illness, death of a family member, family issues, etc.) stay in school and graduate on time.

### **Preparing to Assign a Student to Credit Recovery:**

The counselor will determine which students need new/recovery credit. When that determination is made, a meeting with the counselor, an administrator, and the student should be scheduled. A parent and/or teacher may also be included. The meeting may be with individual students or groups of students as determined by an

administrator and/or counselor. As a result of this meeting, a decision will be made as to whether or not the student will be assigned to credit recovery.

Other considerations to include:

- Has the student already taken the state EOC? (If applicable)
- Does this student possess skills to assist them in being successful in recovery credit or would they be better served by repeating the class in the regular classroom setting?
- Has the student signed a contract?

Students who enter KCS from a school system that awards half credits will be allowed to use recovery credit to earn the additional half credit to complete the course. The student will then complete all course modules and quizzes for which he has not tested out, as well as take the end of course test after completion of all modules.

Student athletes who intend to compete at the collegiate level should not take recovery/online credit; instead, they should repeat the class in the regular classroom setting.

### **Admission and Removal:**

Students may be eligible for credit recovery if they meet the following criteria:

- The student's parent or legal guardian gives written consent for the student to enroll in the proposed credit recovery course. Parents/guardians should be informed that not all postsecondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse may not accept credit recovery courses for credit;
- The student has previously taken an initial, regular section of the proposed course,
- received a grade of not less than fifty percent (50%), and the teacher of record for the failed course has no objection;
- In cases where the teacher objects to the student taking a credit recovery course, a school-support team shall be convened to make a final determination of the student's eligibility. The majority of the school support team should be comprised of classroom teachers who are familiar with the student's current level of academic performance.

If a student is seeking to recover credit for the first semester of a two-semester course, the student may not receive full credit for the course until he has enrolled in and passed the second semester of the course and taken any applicable End of Course examinations.

Student progress will be evaluated at the end of each semester. Students may be removed from credit recovery if they are not making adequate progress. Knox County Schools shall track and designate students enrolled in credit recovery courses and programs in compliance with state guidelines.

### **Instruction:**

1. Credit recovery teachers of record must be endorsed and certified in any content area(s) for which they teach or otherwise facilitate credit recovery courses.
2. Credit recovery teachers of record must work closely with credit recovery facilitators on class content and instruction.
3. Credit recovery facilitators will receive training with regard to the credit recovery course organization, online instruction management, and related technology.

4. All credit recovery courses shall align with Tennessee’s current academic standards for the relevant course content areas.
5. All credit recovery courses shall be able to differentiate instruction to address individual student growth needs based on diagnostic assessment or End of Course data.
6. Credit recovery content may be delivered through instructional technology.
7. Students in credit recovery programs shall:
  - a. Complete a course skill-specific diagnostic exam to determine skill-specific goals;
  - b. Meet individual skill-specific goals in a flexible time frame as established by student need;
  - c. Master all individualized skill-specific goals as established by the diagnostic process in order to receive credit.
8. Students may earn no more than 7 credits in credit recovery courses.
9. Students may enroll in no more than 2 credit recovery courses at one time.

**End Of Course Assessment:**

The following applies to students enrolled in credit recovery courses that have a state EOC:

- If a student has already taken the state EOC and made a grade of 65% or above, that score *may* be used for final calculation of the credit recovery grade.
- If there is no EOC score on record, the student is required to take the Edgenuity zz-Exam upon completion of the course.
- For credit recovery courses that do not have a state EOC, students will take a mastery test upon completion of the course content.

**Credit Recovery Grade Calculation:**

The grade for credit recovery courses (not the final grade for the transcript) is calculated as follows: Final grade = 25% from the original grade, the EOC percent will match the percentage used for all other courses, and the remaining percentage comes from the average of credit recovery activities and quizzes. Here is a [helpful chart](#) for calculating initial v. recovery credit for state or local exams when using Edgenuity.

	Initial Credit Based on Policy I-381	Initial Credit Based on Policy I-381	Recovery Credit Based on Policy I-351	Recovery Credit Based on Policy I-351
Type of Exam within Course	No State Exam	State Exam	No State Exam	State Exam
Location of Exam	Embedded in Edgenuity Course	Edgenuity zz-Exam Only	Embedded in Edgenuity Course	<ul style="list-style-type: none"> <li>● Student has already taken and scored 65% or higher (use this score)</li> </ul> OR <ul style="list-style-type: none"> <li>● Student takes Edgenuity zz-Exam Only</li> </ul>

**The Final Grade** is only calculated to determine whether or not the student passes the course.

**Transcript Grade:** *(Please make sure that the student understands this policy prior to signing on to take the course through credit recovery.)*

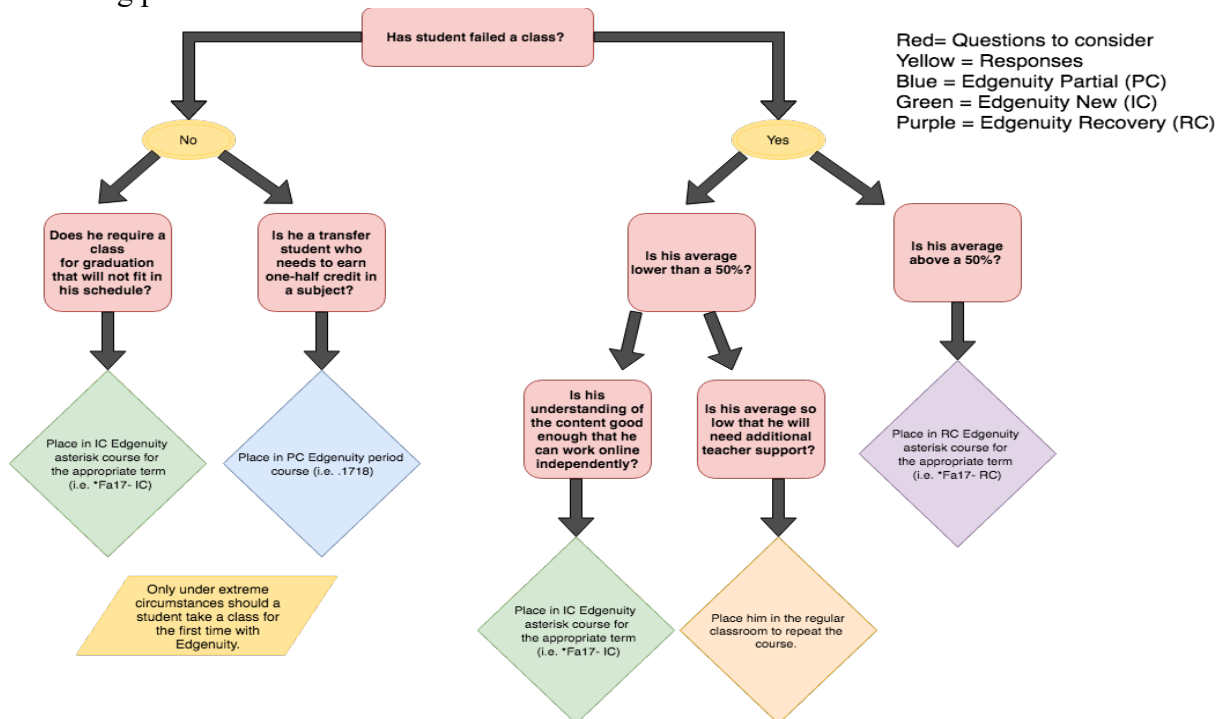
Students passing credit recovery shall receive a grade of 60 percent (60%). The student transcript shall denote that the credit was attained through credit recovery. The original failing grade may also be listed on the



transcript but shall not factor into the student’s GPA, in accordance with the State Board of Education’s [High School Policy- 2.103 Section VII](#).

### New Versus Old Credit:

If a student fails a class with an average of 50 or below, that student may be placed in a regular class *or* he may be placed in recovery credit for *new* credit. This student *cannot* take the pre-test and opt out of any of the course. When taking a course for new credit, the student must complete it from beginning to end. If a student fails a class with an average above 50, the student has the option of taking credit recovery or new credit. If the student chooses recovery credit, he will take the pretest to determine gaps in learning. This student will need some guidance in making this decision. The chart below will help you guide the student through the decision- making process.



## EARLY POST SECONDARY OPPORTUNITIES (EPSOs)

Early Postsecondary Opportunities (EPSOs) provide students the chance to earn postsecondary credit; become familiar with postsecondary rigor and expectations; develop confidence; support informed postsecondary and career decisions; and decrease the time and cost when completing a certificate or degree while in high school. The State of Tennessee recognizes eight early postsecondary opportunities: Local Dual Credit (LDC), Dual Enrollment (DE), Industry Credentials (NIC), Statewide Dual Credit (SDC), Advanced Placement (AP), Cambridge International Examination (CIE), International Baccalaureate (IB), and College Level Examination Program (CLEP). These opportunities better prepare students for college or the workforce upon graduation. Select [here](#) to see the EPSO overview.

### Honors and Accelerated Courses

Local education agencies may elect to offer honors courses. Local education agencies electing to offer honors courses will ensure that the approved honors courses substantially exceed the content standards, learning expectations, and performance indicators as approved by the State Board of Education. Further, each local

education agency offering honors courses will ensure that additional rigor is being provided by implementing the framework of standards for honors courses listed below. Please note that honors and accelerated courses are not required to participate in Early Postsecondary Opportunities.

### **Framework of Standards for Honors Courses:**

Honors courses are high school courses that provide additional rigor and substantially exceed the academic standards approved by the State Board of Education. Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses shall include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). An honors course shall also include a minimum of five (5) of the following components:

Additionally, an honors course shall include a minimum of five of the following components:

- Extended reading assignments that connect with the specified curriculum.
- Research-based writing assignments that address and extend the course curriculum.
- Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, power point, or other modes of sharing findings. Connection of the project to the community is encouraged.
- Open-ended investigations in which the student selects the questions and designs the research.
- Writing assignments that demonstrate a variety of modes, purposes, and styles.
  - Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
  - Examples of purpose include to inform, to entertain, and to persuade.
  - Examples of style include formal, informal, literary, analytical, and technical.
- Integration of appropriate technology into the course of study.
- Deeper exploration of the culture, values, and history of the discipline.
- Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
- Job shadowing experiences with presentations which connect class study to the world of work.

All course types, which meet the above framework, will be classified as Honors and be eligible for additional percentage point weighting.

If Honors courses and courses that offer National Industry Credential are offered, the local education agency shall annually approve the list of such courses. The list of National Industry Credential courses and of approved Honors courses with a complete syllabus for each course shall be approved by the local education agency and made readily available to the public. All courses should be approved through the office the Assistant Superintendent of Academics.

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

A cooperative educational endeavor between secondary schools and colleges/universities, the Advanced Placement (AP) Program allows students to experience rigorous college-level courses while still in high school. AP course guidelines have been developed and published by the College Board in more than thirty courses. Based on their performance on the AP exams in May, students may earn advanced placement and/or credit at a college or university, depending on their recognition policies. To ensure that AP courses meet or

exceed expectations established by college and university faculty, each AP teacher must annually submit a course syllabus to the College Board for approval through the AP Course Audit process. Only courses approved through this audit process may be listed as “AP” on student transcripts. College Board now offers a full 9-12 continuum: Pre-AP (9-10), AP coursework (9-12) and AP Capstone Diploma (10-12). Schools must be authorized to offer Pre-AP or Capstone courses. For more information about the AP continuum, contact the College and Career Specialist.

### **International Baccalaureate Middle Years Programme:**

*(Currently available at Bearden Middle in Partnership with West High)*

What is The Middle Years Programme?

The Middle Years Programme (MYP) is a curriculum framework designed for learners aged 11-16 by the International Baccalaureate (IB). The MYP is a five-year Programme, which can be implemented in a partnership between a middle school and a high school or as a three-year Programme in a middle school alone. In an MYP classroom, the students are at the center of learning. They are drawing connections between all subject areas, learning is explicitly linked to the world around them, participation in a foreign language is required, and a variety of formal and informal assessments are used to inform teaching and learning. MYP learning experiences infuse global points of view wherever possible to promote understanding of other cultures, an awareness of the human condition and an understanding that there is a commonality of human experience.

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The subject groups are language and literature, individuals and societies, mathematics, sciences, physical and health education, language acquisition, arts, and design. Students are required to enroll in all eight subjects in middle school and at least six of the eight subjects in high school.

A unique feature of the Programme is that it extends the traditional curriculum to include immersion in four themes: approaches to teaching and approaches to learning, global contexts, and concepts.

In the sophomore year of high school students complete a personal project, which is an independent piece of work that may be an essay, an artistic production, or another form of expression through which students explore a topic of special interest to them.

### **The Advantages of An International Baccalaureate Programme:**

IB World Schools (schools authorized to offer IB Programmes) are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.

IB teaching methods and curriculums are research-based and draw from the best educational practices from systems around the world.

IB teachers are required to participate in many professional development opportunities to continually promote their awareness of current educational practices and new thinking.

IB Programmes are recognized internationally and ease the educational transition of mobile students so that their education is not adversely affected if their families relocate.

For more information on the IBMYP in KCS:

[Bearden Middle School IB MYP](#) Or [West High School IB MYP](#)

## **International Baccalaureate (IB) Diploma Programme (High School Only):**

### **Diploma Programme and Career-Related Programme:**

(Currently available at West High School)

In the final two years of high school, students can choose to enter either of the following:

- Diploma Programme (DP), a curriculum that emphasizes both breadth and depth of knowledge. The DP is made up of six subject groups and a core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and a research paper of up to 4,000 words, the extended essay.
- Career-related Programme (CP). The CP combines two IB diploma courses with school-based, career-related study. It equips students to pursue further education or to enter their chosen career path immediately.

The International Baccalaureate Diploma Programme is a comprehensive, rigorous program of advanced studies that demands the best from motivated students. IB students study a broad spectrum of subjects and engage in research and experiential learning through school, community, and international activities. In the 40 years since its founding, the IB Diploma Programme has become a symbol of academic integrity and intellectual promise, recognized by leading universities in the United States and throughout the world.

### [West High School IB Diploma Programme Information](#)

### **Cambridge International Program:**

Schools must be authorized to offer Cambridge coursework. Cambridge uses backward design for curricula and assessments with five Cambridge learner attributes in mind, emphasizing the need for all students to develop life skills:

- Confident in working with information and ideas – their own and of others
- Responsible for themselves, responsive to and respectful of others
- Reflective as learners, developing their ability to learn
- Innovative and equipped for new and future challenges
- Engaged intellectually and socially, and ready to make a difference

### **Cambridge Upper Secondary:**

The Cambridge Upper Secondary Program is designed for students aged 14-16 and is typically housed in Grades 9 and 10 in American high schools. Students enter a program of study in the 9th grade that can ultimately result in an International General Certificate of Secondary Education (IGCSE). The Cambridge Upper Secondary Route offered in select Knox County high schools is the Cambridge IGCSE route. Cambridge provides a broad and balanced study across a range of subjects, using learner-centered enquiry-based approaches to learning. Cambridge IGCSE is recognized by leading universities and employers worldwide as an international passport to progression and success.

## **Cambridge Advanced:**

Following the completion of the Cambridge Upper Secondary IGCSE Program, students progress into the Cambridge Advanced Program. Cambridge International Advanced Subsidiary (AS) & Advanced (A) Levels develop learners' knowledge, understanding and skills in:

- In-depth subject content;
- Independent thinking;
- Applying knowledge and understanding to new as well as familiar situations;
- Handling and evaluating different types of information source;
- Thinking logically and presenting ordered and coherent arguments;
- Making judgements, recommendations and decisions;
- Presenting reasoned explanations, understanding implications and communicating them logically and clearly;
- Working and communicating in English.

Students will enroll in Cambridge AS Level courses in year 1 of Cambridge Advanced and will have the choice to continue that study in the next academic year through the Cambridge A level of that course. Over 500 colleges and universities in the US have credit and placement policies in place for Cambridge credits on a students' transcript. Cambridge course offerings will vary amongst KCS Cambridge Schools. Please see an individual school's course offerings and descriptions for more information.

## **Dual Enrollment:**

The Dual Enrollment Agreement provides an opportunity for students to earn college credit while enrolled in high school and requires enrollment at a post-secondary institution. This may include on-campus, off-campus, and summertime work. Only coursework in approved Dual Enrollment programs will be recorded on the high school transcript. The postsecondary institution will determine grades, credits, and any accommodations. Withdrawal from a Dual Enrollment class may result in a failing grade.

## **Student Requirements:**

- The student must be a junior or senior in high school;
- The student must have the minimum ACT sub score in the specific subject area;
- The student must meet all prerequisites;
- The student must obtain permission from the high school principal and the parent/guardian;
- The student must complete all requirements of the college course.

## **Enrollment in College Level Courses:**

**BOE #I-121** Revised 11/21

High school students 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 and have an updated Memorandum of Understanding on file with the district. To qualify for college credit, a student shall:

- Meet all the requirements for dual credit/enrollment of the college/university;
- Have a planned high school program endorsed by guidance personnel as appropriate, including the college level course;
- Agree to assume any financial costs associated with the college level course;

- Obtain written permission of the high school principal and the acceptance of the college admissions officer;
- Continue to be enrolled in their base high school.

For more information regarding Dual Enrollment CTE course codes in Knox County, Matthew Mosley, CTE Director.

The Dual Enrollment Agreement (agreement reached between KCS and postsecondary institutions) provides an opportunity for students to earn college credit while enrolled in high school. This may include on campus, off campus, and summertime work. For more information on Dual Enrollment please contact the counseling department at each zoned school.

Upon receipt of the course grade transmitted directly from the granting institution, the receiving 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.

### **Dual Enrollment Credit Earned Outside the School Day:**

For Dual Enrollment credit earned outside of the school day (summer or in addition to the typical class load of a high school student) to appear on the high school transcript, earning points toward the GPA, *students must receive prior written permission from the high school principal*. Schools will file the written permission in the CR. Upon completion of the course, students are responsible for requesting the college or university to send a copy of the transcript to their high school's school counseling department.

### **Governors School:**

As part of the Governor's School curriculum, some participating students *may* have the opportunity to earn college credit from the college at which they are attending Governor's School. This college credit may be included on the high school transcript as a dual enrollment credit and calculated into the student's GPA. In order for this to occur, Knox County Schools' policy requires that, **prior** to attending Governor's School, the student must request from the high school principal that the dual enrollment grade(s) earned be listed on the transcript. If the student **does not** request the dual enrollment Governor's School credit be on the transcript **prior** to attending Governor's School, the credit will NOT be listed on the high school transcript and the grade will not be calculated into the student's high school GPA. If the student **does** request the dual enrollment credit be on the transcript, then the credit will be on the transcript and the grade will be calculated into the student's GPA.

*Regardless of whether the credit is on the transcript, a student may always request that a separate transcript from the Governor's School college be sent as a part of the student's college application process.*

NOTE: It is the responsibility of the student to understand what course(s) he/she will be taking at Governor's School, and to contact the Governor's School for the most up to date information. Not all Governor's Schools offer dual enrollment credit.

### **Statewide Dual Credit:**

Statewide Dual Credit courses are high school courses aligned to standards at a local postsecondary institution with a required exam to earn credit at any Tennessee post-secondary institution. Teachers must participate in an online training course and be certified by the State Department of Education in order to teach a statewide dual credit course. All students enrolled in a statewide dual credit course must take the online challenge exam at the end of the course. Students meeting or exceeding the exam 'cut score' receive college credit that can be

applied to any Tennessee public postsecondary institution. The following courses are currently offered by the State Department of Education as Statewide Dual Credit Courses. Not all courses are offered in all schools.

<b>SDC Course (Post-secondary Credit)</b>	<b>SDC Course Description in Aspen</b>
American History II (HIST 2020) *Prerequisites - English I & II taken and passed *Grade levels - 11th or 12th grade students	SDC AMERICAN HISTORY
Criminal Justice II (CRM 1010) *Prerequisite - Criminal Justice I taken and passed *Grade levels - 10th, 11th, or 12th grade students	SDC CRIMINAL JUSTICE
Introduction to Business (BUSN 1305) *Grade levels - 11th or 12th grade students	SDC BUSINESS
Introduction to Probability & Statistics (MATH 1530) *Prerequisites - Algebra I, Algebra II, & Geometry taken and passed OR Integrated Math I, II, & III taken and passed	SDC INTR PROBABILITY AND STATISTICS
Pre-Calculus (MATH 1730) *Prerequisites - Algebra I & II taken and passed OR equivalent Integrated Math taken and passed	SDC PRE CALC
Psychology (PSYC 1030) *Grade levels - 10th, 11th, or 12th grade students	SDC PSYCHOLOGY
Speech and Communications (COMM 2025) *Prerequisites - English I & II taken and passed *Grade levels - 11th or 12th grade students	SDC SPEECH
World History (HIST 1220) *Prerequisites - English I & II taken and passed *Grade levels - 11th or 12th grade students	SDC WORLD HISTORY
Introduction to Agriculture Business (AGRI 1010) *Level 4 course in the Agribusiness CTE Program of Study	SDC AG BUSINESS
Introduction to Plant Science (AGRI 1030) *Prerequisites - Biology I taken and passed	SDC PLANT SCI
Principles of Marketing (BUSN 2380) *Prerequisites - Marketing & Management I, English I & II taken and passed *Grade levels - 11th or 12th grade students	SDC PRIN OF MKT
Introduction to Education (no post-secondary course code) *Prerequisites - English I & II taken and passed *Grade levels - 11th or 12th grade students	SDC INTRO TO EDUCATION

**Dual Credit Courses:**

Dual Credit Courses are high school courses aligned to standards at the local post-secondary institution in which students earn postsecondary credit by taking a challenge exam at the end of the semester. KCS faculty work in conjunction with postsecondary institution representatives. Currently, KCS has agreements with Pellissippi State Community College (PSCC) and Middle Tennessee State University (MTSU).

To be eligible to earn college credit, students must apply and be admitted through the admission process and meet all deadlines set by the PSCC and MTSU. If your school is interested in offering a dual credit course, please reach out to the College and Career Specialist.

High School Course	MTSU College Course
Large Animal Science Technologies (C18H27)	ANSC 1401: Introduction to Animal Science – 3 hours
Nutrition Across the Lifespan (C19H15)	NFS 1240: Principles of Nutrition – 3 hours

**Dual Credit by Industry Credentials:**

High school students can earn college credit with Pellissippi State Community College (PSCC). Students can do this by passing certain industry credentials or postsecondary challenge exam or portfolio while enrolled in a designated CTE course. To be eligible to earn college credit, students must apply and be admitted through the admission process and meet all deadlines set by the PSCC. If your school is interested in offering a dual credit by industry credential, please reach out to the College and Career Specialist.

**College-Level Examination Program (CLEP):**

Developed by the College Board, [College-Level Examination Program \(CLEP\)](#) exams can be taken by students to assess mastery of postsecondary level materials. Students can earn credit for postsecondary coursework in a specific subject. The CLEP exam must be aligned to the CTE high school course outlined in the CTE Program of Study Guide list below. Currently, KCS is in the pilot stages of implementing CLEP exams in core academic courses. For more information reach out to [Christy.Seals@knoxschools.org](mailto:Christy.Seals@knoxschools.org)

CTE Program of Study	High School Course(s)	CLEP Exam
Business Management	Business Management; Business Entrepreneurship Practicum; and Virtual Enterprise International	Principles of Management CLEP
Accounting	Accounting II	Financial Accounting CLEP
Human and Social Sciences	Family Studies	Human Growth and Development CLEP



Marketing Management	Marketing and Management II: Advanced Strategies; Advertising and Public Relations; Event Planning & Management	Principles of Marketing CLEP
----------------------	-----------------------------------------------------------------------------------------------------------------	------------------------------

## **CAREER & TECHNICAL EDUCATION (CTE)**

Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE prepares learners for the world of work by introducing them to workplace competencies and makes academic content accessible to students by providing it in a hands-on context. In fact, the high school graduation rate for CTE concentrators is about 94% – 9 percentage points higher than the national average for all students.

Knox County Schools Department of Career and Technical Education believes that every Knox County student should graduate high school fully prepared and focused on post-secondary coursework and therefore meeting the qualifications for continued education, training, or quality employment. In order to do this, high school students are encouraged to focus their elective credits on rigorous, career and post-secondary aligned learning pathways.

### **CTE Career Clusters:**

Knox County CTE teachers base their instruction on the Tennessee State Standards for CTE. These are grouped into 16 career clusters plus middle school content. Within each cluster, several programs of study can help students concentrate in a specific area. Each program of study consists of 4 levels/courses, of which a student must complete three to be considered a concentrator. Careers clusters are listed below: (Program offerings may vary from school to school.)

- **Advanced Manufacturing**
- **Agriculture, Food, & Natural Resources**
- **Architecture & Construction**
- **Arts, A/V Technology, & Communications**
- **Business Management & Administration**
- **Education & Training**
- **Finance**
- **Government & Public Administration**
- **Health Science**
- **Human Services**
- **Information Technology**
- **Law, Public Safety, Corrections, & Security**
- **Marketing, Distribution & Logistics**
- **Hospitality & Tourism**
- **STEM**
- **Transportation**
- **Middle School CTE Coursework**

**Work-Based Learning:**  
**BOE #I-130** Revised 11/21

WBL is a strategy to reinforce academic, technical, and social skills through collaborative activities with industry. WBL experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals. Introductory WBL activities may include industry tours and classroom speakers. More advanced activities may include job shadows and industry-led project-based learning. Ultimately, students may participate in capstone WBL experiences that include activities such as apprenticeships, internships, clinicals, and practicum experiences for credit. For more information regarding CTE-WBL in Knox County, contact the Work Based Learning CTE Specialist, at. For more information regarding WBL in Special Education, contact Work Based Learning Special Education Specialist.

Credit-bearing work-based learning activities are intended to serve as a capstone experience by which students can pursue the goals laid out in their required Plan of Study. Students practice and demonstrate the professional skills that are most valued by employers and postsecondary institutions and compile a portfolio of work samples and references that serve as evidence of their abilities.

The Tennessee Department of Education (TDOE) policies address stand-alone credit-bearing experiences such as, but not limited to Apprenticeships, Clinical Internships, Service-Learning classes, and Supervised Agriculture Experience.

Knox County Schools will follow all TDOE General Policies for Credit-Bearing Work-Based Learning (WBL). The policies establish minimum general requirements for any credit-bearing work-based learning opportunity.

**Relation to Student’s Plan of Study and Graduation Requirements:**

Capstone WBL experiences and training must be aligned with the student’s updated CTE Plan of Study, as required in State Board of Education (SBE) High School Policy, equate to a full-time equivalent credit, meet the standards of the Career Practicum or other WBL course in which they are enrolled, and facilitate intentional progress toward the attainment of knowledge and skills necessary to pursue the student’s postsecondary and career goals.

- Participating students must be on track to meet the requirements for graduation or program completion as adopted by the State Board and may earn WBL credit over the summer term if all WBL program requirements are met.
- Students participating in WBL activities must be at least 16 years of age.
- Students must demonstrate a 90% attendance rate unless otherwise agreed upon prior to the start of the WBL experience and deemed acceptable to the workplace mentor and WBL Coordinator.
- Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and consistent with the Tennessee Department of Education WBL Policy and Implementation Guides before beginning a WBL experience (SBE High School Policy 2.103).

If a student is enrolled in a capstone WBL placement for credit, the time spent at the WBL placement may be considered school enrollment time as outlined in the TDOE Student Membership and Attendance Procedures Manual. The capstone WBL course, Work-Based Learning: Career Practicum (6105), may be used as the third or fourth course for any Career and Technical Education (CTE) Program of Study or area of elective focus.

Students may earn up to three (3) credits per school year in work-based learning courses in one (1) school year. At least one (1) credit must be earned through related classroom experience, which must include a

minimum of two (2) periods per week of classroom instruction. A minimum of ten (10) hours per week of supervised work experience is required for one (1) additional credit, and a minimum of twenty (20) hours per week is required for two (2) additional credits. Students earning credits for work experience must be supervised by a certified work-based learning coordinator. Students in capstone WBL experiences should earn credit through the Career Practicum course or another appropriate WBL clinical or practicum course code.

Prior approval must be obtained by the CTE Director or Special Education Director, respectively, before students can be placed in occupations that require use of the Hazardous Occupations Exemption Form. Work-based learning programs must adhere to all state and federal child labor laws.

Knox County Schools offers the following Work-Based Learning Courses however program offering may vary from school to school:

- Alternative Academic Diploma (AAD) Work-Based Learning - S25H05 course code
- Project SEARCH - S25001 course code - Project SEARCH Transition-to-Work Program is unique, business-led, employment preparation takes place entirely at the workplace.
- Work-Based Learning: Transitions - S25H01 course code
- Work-Based Learning: Career Practicum - C25H16 (6105) course code

Knox County Schools will follow the Work-Based Learning Policy Guide established by the Tennessee Department of Education (TDOE) which includes the policies for the implementation of credit-bearing work-based learning experiences.

### **Industry Credentials:**

Students who select to focus on Career and Technical Education and demonstrate success in their program of study often have opportunities to extend their learning experience and exhibit their skills by earning one or more nationally recognized industry credentials. All department promoted credentials must be state approved, aligned with post-secondary and employment opportunities, and aligned with the curriculum that students experience through their chosen CTE programs of study. The list of approved industry credentials is reviewed and may be modified annually by the TN Dept. of Education. The list of locally promoted industry credentials will be updated annually to reflect any changes to the state list. For any questions regarding industry credentials, please contact the CTE Director.

## **GRADING AND ASSESSMENTS**

### **TCAP Scores in Middle School:**

**BOE #I-381** Revised 9/21

Tennessee Comprehensive Assessment Program (TCAP) performance results will compose 10% of second semester (spring semester) grades in the subject areas of mathematics, reading/language arts, science and social studies for Knox County Schools Students in grades three through eight. State End of Course (EOC) assessments will compose 15% of the second semester (spring semester) grades. The Knox County School Board has the yearly autonomy of setting the percentage between and including 10% and 25%. The Director of Schools shall be responsible for developing a methodology and procedure for teachers to use in numerically computing these grades.

Should the student achievement data required to implement this policy not be available in a timely manner or should statutory requirements change, the Board may revise this policy to comport with statute and support student achievement.

Local End-of-Course assessments administered in *honors* high school credit-bearing courses will also compose 15% of the second semester (spring semester) grades. All other local assessments will compose 10% of the second semester (spring semester) grades.

**TCAP Scores in High School:**

**BOE #I-381** Revised 9/21

State End of Course (EOC) assessments will compose 15% of the second semester (spring semester) grades. The Knox County School Board has the yearly autonomy of setting the percentage between and including 10% and 25%. The Director of Schools shall be responsible for developing a methodology and procedure for teachers to use in numerically computing these grades.

Should the student achievement data required to implement this policy not be available in a timely manner or should statutory requirements change, the Board may revise this policy to comport with statute and support student achievement.

**High School Uniform Grading Policy and Procedures:**

**TDOE - UNIFORM GRADING POLICY 3.301**

T.C.A. § 49-6-407 authorizes the State Board of Education to develop a uniform grading system for students in grades 9-12 to establish consistent grade reporting for the purposes of application for post-secondary financial assistance administered by the Tennessee Student Assistance Corporation. Except where otherwise indicated, the changes outlined in this version of the policy became effective for all students beginning in the 2018-19 academic year and are outlined in the following chart.

**Weighting Grades for Advanced High School Coursework:**

ADVANCED COURSE LEVEL DESIGNATION	ADDITIONAL GPA QUALITY POINT GUIDE	PERCENTAGE POINTS ADDED TO FINAL GRADE
<b>Honors*</b>	<b>Additional .5 quality point used for GPA calculation</b>	<b>Three (3) points added to student's Final Grade in accordance with school board policy</b>
<b>Advanced Placement (AP)</b>	<b>Additional 1 quality point used for GPA calculation</b>	<b>Five (5) points added to Final Grade for students who sit for AP Exam in accordance with school board policy</b>

<b>Cambridge International</b>	<b>Additional 1 quality point used for GPA calculation</b>	<b>Five (5) points added to Final Grade for students who sit for AICE Exam in accordance with school board policy</b>
<b>International Baccalaureate (IB)</b>	<b>Additional 1 quality point used for GPA calculation</b>	<b>Five (5) points added to Final Grade for students who sit for IB Exam. Points will be added in the year the students take assessments. Year I - Five (5) points, Year II - Five (5) points in accordance with school board policy</b>
<b>Industry Credential (NIC)</b>	<b>Additional 1 quality point used for GPA calculation</b>	<b>Four (4) points added to Final Grade for students who sit for the identified Industry Credential Exam in accordance with school board policy</b>
<b>Dual Enrollment (DE)</b>	<b>Additional 1 quality point used for GPA calculation</b>	<b>Four (4) percentage points will be added to the grade provided by the Institution of Higher Education pursuant to KCS Procedure I-341. (Effective beginning Fall of 2020)</b>
<b>Statewide Dual Credit (SDC)</b>	<b>Additional 1 quality point used for GPA calculation</b>	<b>Four (4) points added to Final Grade for students who sit for Statewide Dual Credit Challenge Exam</b>
<b>College Level Examination Program (CLEP)</b>	<b>No additional quality points used for GPA calculation</b>	<b>Five (5) points added to the Final Grade for students who sit for the identified CLEP Exam</b>
<p>*Excludes middle school honors which are not credit-bearing classes. Includes designated Pre-AP and IGSCE classes when applicable.</p>		

The KCS grading legend is aligned with the State Board of Education Tennessee Uniform Grading Scale. The State Board adopted the following grading scale effective July 1, 2022. This scale is not retroactive and therefore the earned grades of the students who entered high school prior to the 2022-2023 school year will not be changed. Grades earned prior to July 1, 2022 will follow the old scale; grades earned for courses taken during the 2022-2023 school year and beyond will follow the new scale.

**Scale Prior to July 1, 2022**

<b>A = 100 - 93</b>
<b>B = 92 - 85</b>
<b>C = 84 - 75</b>
<b>D = 74 - 70</b>
<b>F = 69 - 00</b>

**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>

**Calculation of the Student’s Grade Point Average (GPA):**

All high school course work, except for pass/fail courses, will be calculated in the GPA according to the KCS scale. When a course is repeated, the higher of the grades shall be computed as part of the accumulated grade point average. (BOE I-350)

**For Transfer Students:**

KCS will honor grading scales from sending institutions. The transcript will reflect courses and grades earned at the previous institution. The weighted grade from another high school will be used in calculating the GPA as long as Knox County Schools offers the equivalent course for the same academic year.

**Lottery/Hope Scholarship:**

State law requires that students applying for lottery scholarships and other state scholarship funds be evaluated utilizing the State’s uniform grading scale (KCS Unweighted GPA). A transcript with grade calculations based on the Uniform Grading Policy will be submitted to TSAC for Lottery/Hope Scholarship eligibility.

## **Grade Changes:**

- Only the teacher of record is authorized to initiate a grade change;
- The teacher must provide documentation and the rationale for the grade change. Such information must be signed by the teacher and submitted to the principal;
- The principal must approve or deny the request for the grade change and will sign-off giving approval for the requested change. The documented grade change shall be filed in the student's cumulative record;
- An administrative change in a teacher's grade shall not be made without prior consultation with the teacher of record. The teacher may request that the decision of the principal or the results of the consultation be reviewed by the director of elementary, middle and high as appropriate;
- If the teacher is unavailable and/or unable to provide grades, the principal shall make the final decision regarding the grade change using existing documentation and a rationale for the change. No school counselor or other teachers may initiate or approve a change in grades.

## **Grade Change Procedures:**

**BOE #I-311**, Reviewed 9/21

- The student or parent may initiate a grade review by contacting a school Administrator.
- The Administrator will conduct a thorough review in collaboration with the teacher of record and others as needed.
- Any approved grade change will be documented by the teacher and submitted to the Registrar for official change.

## **Credits Per Course:**

Some courses may be taken for credits several times over a student's career and others can be offered only once for credit.

## **Advisory Credits:**

Beginning with the 2023-2024 school year, the maximum credit that a student can earn for Advisory in one year is  $\frac{1}{4}$  (.25) of a credit. That credit can be earned if, *at a minimum*, Advisory meets at least twice per week for 45 minutes each or three times per week for 30 minutes each for the entire year. Additionally, a curriculum must be followed. If advisory time is set aside for tutoring, independent study, or club meetings, no credit will be awarded. Grades can be given throughout the year, but the transcript will only reflect a pass (P) or a fail (F).

## **Unlimited Credit:**

Students who qualify for the following elective courses may be permitted to re-enroll every semester on a space available basis with priority given to first time enrollees. Please see course descriptions for prerequisites (auditions, applications, etc.):

ADVANCED ART	ADVANCED THEATRE	ADVANCED JOURNALISM (Yearbook Or Newspaper)	JROTC	ADVANCED PEER TUTORING
WBL (Work-Based Learning)	ENGLISH SECOND LANGUAGE (Until dismissed by teacher)	ANY ADVANCED PHYSICAL EDUCATION*** (The suggested maximum is two of the same)	PERFORMING CHORAL MUSIC GROUPS	PERFORMING ARTS AND INSTRUMENTAL GROUPS

\*\*\***Note:** PE I cannot be taken for unlimited credit.

**Limited Credit:**

All courses except those listed under “unlimited credit” above shall be offered for only one credit unless otherwise specified in the course description.

**Basis for Credit:**

To receive credit, the student must have a passing grade (A, B, C, D). A grade of *P* may be awarded for select courses. In that case, the *P* will have no bearing on the GPA.

**Recording of Credit:**

Scholastic grades and credits are recorded on the student’s cumulative record at the completion of the course. The length of a semester is 90 days. Grades of one-half unit courses ending at mid-semester (45 days) shall be on the student’s transcript by the end of the ninety-day semester.

**State End-of-Course Test (EOC):**

State End-of-Course (EOC) examinations will be given in English I, English II, Algebra I, Algebra II, Geometry, US History and Biology. The results of these examinations will be factored into the student’s grades at a percentage determined by the State Board of Education in accordance with TCA 49-1-302(2).

The weight of the EOC exam on the student’s final average will be no less than 15% and no more than 25% unless otherwise determined by the State Board of Education. For SY2324, the EOC will count as 15% of the student’s final grade.

Students will not be required to pass any one examination, but instead, must achieve a passing score for the course.

Students who have missed a state End of Course test and have been granted an appeal from the principal can take an EOC approved by the district.



## **AP/IB/AICE/Industry Credentials and Final Exam Exemptions:**

Students, regardless of grade level, may choose to be exempt from the final semester exam by sitting for the aligned AP/IB/AICE national exam or the approved industry credential test(s) aligned to their CTE course. In the event students miss or choose not to take the aligned exam, they will then be required to take the teacher-created course exam.

### **Exam Exemptions:**

Seniors who have a minimum of an 80% average may opt out of the class's final exam (this exam cannot be a state, dual enrollment, statewide dual credit, dual credit, credit recovery, IB, or AP exam). The exemption applies to only seniors and is granted in both the fall and spring semesters. Additional note: This Senior Privilege is only afforded to students in a traditional classroom environment.

Click [HERE](#) for Assessment updates.

## **GRADUATION**

### **Graduation Requirements:**

**BOE #I-370** REVISED 11/21

Students shall fulfill all state requirements as set by the State Board of Education and earn the prescribed 28 credits required by the Knox County Schools. In instances where a student does not have the opportunity to earn the 32 credits that are available with block scheduling, the required number of credits required for graduation from the Knox County Schools will be four less than the total available, but in any event, a student must earn the state minimum requirement of 22 credits.

The pattern of courses which shall be required of all students in grades nine (9) through twelve (12) shall be in accordance with the Rules and Regulations of the State Board of Education and the Knox County Board of Education.

To earn a regular high school diploma, students must:

- Earn the prescribed number of credits;
- Complete the ACT or SAT. (This requirement is waived if the student did not attend a Tennessee public school during his/her junior year.)
- Have satisfactory records of attendance and discipline;
- Complete the Tennessee Civics Assessment with a minimum score of 70%.

### **High School and Beyond (Focused Plan of Study) - Formerly Four-Year Plan:**

(1) Beginning in the 2023-24 school year, all eighth (8th) grade students shall begin development of a high school and beyond plan ("the plan") that is reviewed at least annually and updated as needed for student use. For students with an Individualized Education Program (IEP), the IEP Transition Plan fulfills this requirement. School counselors shall be responsible for oversight of the plan. The plan shall be initially prepared by the student, parent/guardian, if available, school counselor, educator or other school staff who has received training from the school or district on how to support students in developing and revising the plan, and the 504 team, as appropriate. Overall, the plan shall:

- a) Include grade eight (8) through the two (2) years after high school graduation.

- b) Outline and connect the student's goals for after high school to the courses or training that will equip the student with the skills necessary to meet these goals;
- c) When determining the student's goals for after high school, consider a variety of indicators such as student academic strengths and needs, career assessment results, attendance, behavior, and course grades;
- d) Include information regarding elective focuses aligned to the student's career aptitude assessment results, including relevant career and technical education (CTE) programs of study, a student's readiness for specific early post-secondary opportunities (EPSOs), industry credentials, and work-based learning experiences; and
- e) Outline opportunities for students to begin building technical skills in a field of interest, in addition to employability, work-ethic, and leadership skills required to be successful in that job.

(2) As part of the development of the plan, all students shall complete the following steps:

- a) Take a career aptitude assessment during grade seven (7) or grade eight (8) to assist with understanding how a variety of skills and attributes impact potential success and satisfaction with different career options and work environments and use the results to inform the plan. The LEA shall provide students with information on career and technical education opportunities offered by the LEA;
- b) During grade eight (8), begin development of the plan through at least grade nine (9). High school and middle grades faculty shall work together to support students in developing and transitioning the plan between middle grades and high school;
- c) Take a career interest inventory during the middle grades<sup>4</sup> or by the end of grade nine (9) to assist in determining students' interests and in making career decisions;
- d) Select an elective focus and plan courses accordingly by the end of grade ten (10); and
- e) During grade eleven (11), students will extend the plan through the first two (2) years beyond high school. This addition to the plan should include the key deadlines for relevant post-secondary or workforce applications, completion of any required entrance exams and assessments, and submission of applications for financial aid based on the student's college and career goals for after high school graduation.

(3) While in high school, the student and school counselor, educator or other school staff who has received training from the school or district on how to support students in developing and revising the plan shall review and revise the plan annually. Revisions to the plan shall be based on the student's academic progress and changes in the student's postsecondary interests and career goals. Results of various types of assessments shall also be used in adjusting the plan.

(4) A current version of the plan shall be included as part of a student's cumulative record.

### **Students with Disabilities:**

A Special Education Diploma may be awarded to students with disabilities at the end of their fourth year of high school provided the students have:

- Not met the requirements for a high school diploma;
- Satisfactorily completed an individualized education program;
- Satisfactory records of attendance and conduct.

Students who obtain the Special Education Diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two (22) years old.

An Occupational Diploma may be awarded to students with disabilities at the end of their fourth year of high school who have:

- Not met the requirements for a high school diploma;
- Satisfactorily completed an individualized education program;
- Satisfactory records of attendance and conduct;
- Completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education;
- Completed two years of paid or non-paid work experience.

The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth grade year or two academic years prior to the expected graduation date.

Students who obtain the Occupational Diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

An Alternate Academic Diploma (AAD) may be awarded to students with disabilities at the end of their fourth year of high school who have:

- Not met the requirements for a high school diploma;
- Been assessed on the state alternate assessments;
- Earned the required AAD credits (16) plus the remaining 6 graduation required credits;
- Satisfactorily completed an individualized education program.
- Passed the KCS Modified Civics Exam
- Completed a comprehensive Transition Assessment (replaces the ACT exam)

Students who obtain the Alternate Academic Diploma may continue to work towards the High School Diploma and/or Occupational Diploma through the end of the school year in which they turn twenty-two years old.

### **Student Course Load:**

All students in grades nine (9) through twelve (12) shall be enrolled each semester in subjects that will allow them to graduate within four (4) years from the time the student enters the ninth grade. Schools may appeal hardship cases to the director of schools.

### **11th GRADE ASSESSMENT:**

To receive a regular high school diploma, all students enrolled in a Tennessee public school during their 11th grade year shall take either the ACT or SAT.

### **UNITED STATES CIVICS TEST:**

Beginning January 1, 2017, all high school students shall be given a United States civics test. Beginning August 2019, students will earn a passing score of 70% on a civics assessment of 52 questions pulled from the 100 question civics test administered by the United States Citizenship and Immigration Services to persons seeking to become naturalized citizens to receive a high school diploma. The LEA will provide students with

the opportunity to take the test as many times as necessary. Students with Individualized Educational Plans (IEP) which determine the civics assessment to be inappropriate shall not be required to pass the civics assessment.

**PROJECT-BASED CIVICS ASSESSMENT:**

All LEAs shall implement a project-based assessment in civics at least once in grades nine through twelve.

**Graduation Credit Requirements:**

CORE SUBJECTS	TOTAL CREDITS
English: English I, II, III, IV	4
Mathematics: Algebra I, Geometry, Algebra II, one high level math beyond Alg. II	4
Science: Biology, Chemistry or Physics, one additional Lab science	3
Social Studies: World History and Geography or AP Human Geography	1
Social Studies: US History and Geography	1
Social Studies: US Government and Civics	½
Social Studies: Economics	½
Physical Education	½
Lifetime Wellness	1
Personal Finance	½
Elective Focus	3
University Admissions Students must complete two units of the same world language and one unit of fine/performing arts to meet college/university admission requirements	3
Additional Elective Credits	6
TOTAL	28
All students are required to take the ACT or SAT to meet graduation requirements.	

Successful completion of the Tennessee Civics Assessment (minimum 70%) is required.

Courses That May Substitute for Required Courses: *(Please see the appendix for additional courses that may be approved by the State Board of Education)*

<b>COURSES</b>	<b>MAY SUBSTITUTE FOR</b>
Physics or AP Computer Science	Fourth Mathematics credit provided Physics was not used as a third lab science
AP Capstone	English 4
DE English 1010 or 1020	English 4
JROTC – 2 credits = 2 semesters	½ credit of Physical Education 1 credit Lifetime Wellness
JROTC – 3 credits = 3 semesters	½ credit of US Government & Personal Finance Graduation Requirement

CTE Courses Satisfying Multiple Requirements:

<b>CAREER CLUSTER</b>	<b>COURSE</b>	<b>SATISFIES GRADUATION REQUIREMENT FOR</b>
AGRICULTURE	Agriscience Veterinary Science Applied Environmental Science	Lab Science
	Agricultural Business & Finance	Personal Finance
	AP Environmental Science	Lab Science/AP Elective Focus
BUSINESS MANAGEMENT	Entrepreneurship Business Economics Virtual Enterprise International	Economics-Provided the teacher of record is certified in Economics
	American Business Legal Systems	US Government
	Personal Finance	Personal Finance
A/V TECHNOLOGY & COMMUNICATIONS	Digital Arts & Design I	Fine Arts
FINANCE	Personal Finance	Personal Finance
HUMAN SERVICES	Nutrition Science & Diet Therapy	Lab Science
HEALTH SCIENCES	Anatomy & Physiology Nutrition Science & Diet Therapy	Lab Science
INFORMATION TECHNOLOGY	AP Computer Science	AP Elective Focus/ Math (if taken senior year)
MARKETING	Entrepreneurship Virtual Enterprise International Marketing & Management I Retail Operations	Economics

	Personal Finance	Personal Finance
STEM	AP Physics	AP Elective Focus/ Math (if taken senior year)
	Engineering Design I Engineering Design II STEM I: Foundation STEM II: Applications	Lab Science

**NOTE:** *Substitute courses count toward high school graduation, but might not be recognized by particular colleges for admission or by the NCAA for athletic scholarships.*

## ELECTIVE FOCUS

<i>A three (3) credit Elective Focus is a graduation requirement. The table below provides the approved Elective Focus units.</i>	
MATH AND SCIENCE	Any combination of three Math and/or Science electives in addition to the required math and science courses
HUMANITIES	Any combination of courses in English/Language Arts, World Languages (above Level 2 if completing University Admissions requirement), and Social Studies, above the core requirements
FINE ARTS	Any combination of courses in Visual and/or Performing Arts, Theatre and Dance above the core requirements for University Admissions.
CAREER AND TECHNICAL EDUCATION	Any combination of three units in the same Program of Studies
INTERVENTION ACADEMIC ELECTIVE FOCUS	Any combination of courses in Tier 2 and Tier 3 intervention.
ADVANCED PLACEMENT	Any combination of three of the same type course (i.e. 3 AP courses, 3 IB courses, or 3 Dual Enrollment or Dual Credit courses).
INTERNATIONAL BACCALAUREATE	AP/IB/Dual Enrollment or Dual Credit courses may be used to satisfy core requirements and the elective focus requirement (i.e. AP US History may satisfy core requirements and may count as one course in an AP Elective Focus.)
DUAL ENROLLMENT	
DUAL CREDIT	
JROTC	Any combination of 3 credits of JROTC

PHYSICAL FITNESS	Any three Physical Education courses above the core requirements. Students taking a full credit PE course to satisfy the additional ½ PE credit must take an additional three courses to complete a Physical Fitness Focus
STEM	Three elective credits earned in either STEM courses (special course designations) or a combination of three additional elective credits in Science, Technology, and/or Math courses where a significant portion (more than 25%) of the course is based on original inquiry and design.
AVID	Any combination of three credits of consecutive AVID course
HUMAN SERVICES	Any combination of courses in Peer Tutoring, Leadership, and ACTS.

*Note: The director of schools may waive the third (3rd) credit requirement of the elective focus during a student's senior year if the completion of the third (3rd) elective focus credit would prevent or delay graduation. This waiver option includes those students who transfer during the junior or senior year to a Tennessee high school from a school in another state or from a non-public school. A "Hardship Waiver" form must be completed and submitted to the Secondary Office to have the requirement waived.*

### **Community Education Cluster:**

The Knox County Schools Special Education Department added a Community Education Cluster to the elective focus options available to students with disabilities. This focus targets the community and social skills needed to make a successful transition to post-secondary work and job training. This focus also offers students a cluster of Work-Based Learning and Pre-Vocational Skills (Students completing this focus must have an Individual Education Plan.)

### **Exceptional Circumstances:**

Waivers were created as an approach to exempt students from the world language and fine art requirement; waivers are for exceptional circumstances. The purpose of the waiver is intended primarily for, but not limited to CTE students, to expand and enhance their elective focus beyond what would otherwise be possible. If there is no opportunity of expanding the elective focus area, then the world language and fine art requirements will not be waived.

### **Early Graduation:**

**BOE #I-371** Reviewed 9/21

Early graduation should be the result of a definite planned program, approved in advance by the principal and school counselors. The mere accumulation of credits does not, alone, justify early graduation. The credits must be earned according to a plan which, in the professional judgment of the principal and faculty, meets the student's educational needs as effectively as they would be met at regular graduation time. A student should be considered a Ready Grad to graduate early from Knox County Schools.

### **Ready Graduate:**

For students to be considered *Ready Graduates*, they must meet at least one of the following four *Ready Graduate* criteria:

- Score of 21 or higher on ACT (or 1060 or higher on the SAT); or
- Complete 4 EPSOs; or
- Complete 2 EPSOs and earn an industry credential; or
- Complete 2 EPSOs and earn a score of military readiness on ASVAB AFQT.

**Class Ranking:**

**Senior Classification:**

**BOE #I-330** Revised 9/21

Students will be classified as seniors who, at the beginning of the school year, have completed six (6) terms. Those not meeting graduation requirements will be retained at the end of the 8th term.

**Valedictorian and Salutatorian:**

The Valedictorian and Salutatorian shall have earned the highest and next highest grade-point averages using Knox County Schools equalization formula. This formula prevents any student from either gaining an advantage or being penalized for the number of high school courses completed. This formula pro-rates the regular courses in such a way that the number of credits completed is equivalent for all students competing for the Valedictorian and Salutatorian positions. This formula considers all course weighting and bonus points for Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment, Statewide Dual Credit, National Industry Certification and Honors courses in its calculation. All grades included on the high school transcript shall be used in this calculation.

To become Valedictorian or Salutatorian, a student must be enrolled in a Knox County school at the beginning of the tenth (10th) grade year and attend through the twelfth (12th) grade. If there is a tie through the hundredth (100th) of a point for a valedictorian, all students qualifying shall be named. Senior classification beyond the positions of Valedictorian or Salutatorian will be reported in deciles, such as an “upper ten percent.” Identification of Valedictorian, Salutatorian, and the top ten percent shall be calculated using the grades from the seventh semester.

**Equalization Formula**

AP, IB, AICE, Statewide Dual Credit, Industry Certification and Dual Enrollment Quality Points <i>Including the bonus points</i>	+	Honors <i>Including the bonus ½ points</i>	+	Regular Quality Points	*	28 – (Number of AP, IB, Dual Enrollment, State Dual Credit, Honors, and National Industry Certification Courses)	= <b>GPA</b>
						Number of Regular Courses	
28							



# **TYPES OF DIPLOMAS**

## **Regular Diploma:**

To earn a regular high school diploma, students must:

- Earn the prescribed twenty-eight (28) credit minimum;
- Complete the ACT or SAT prior to graduation if the student was enrolled in a Tennessee public school during their eleventh (11th) grade year;
- Have a satisfactory record of attendance and discipline;
- Complete the Tennessee Civics Assessment with a minimum score of 70%.

## **Graduating with Honors or Distinction:**

Students may graduate with honors or distinction by meeting the criteria established for the Tennessee diploma with honors or distinction. Schools will recognize a student’s distinction in the graduation ceremony with a diploma credential, wearable cord, or with a notation on the program.

## **Graduation with Honors:**

Students who score at or above all of the subject readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors. Students must satisfy all requirements for a regular diploma AND score at or above all of the following ACT subject area readiness benchmarks (or equivalent SAT scores.) Acceptable scores may be used from more than one ACT test.

### SUBJECT READINESS BENCHMARKS

ENGLISH 18	MATH 22	SCIENCE 23	READING 22
------------	---------	------------	------------

## **Graduation with Distinction:**

Students will be recognized as graduating with “distinction” by graduating with a regular education diploma, attaining a B average, and completing at least one of the following:

- Earn a national and/or state recognized industry certification;
- Participate in at least one of the Governor’s Schools;
- Participate in one of the state’s All State musical organizations;
- Be selected as a National Merit Finalist or Semifinalist;
- Attain a score of 31 or higher composite score on the ACT or SAT equivalent;
- Attain a score of 3 or higher on at least two Advanced Placement exams;
- Successfully complete the International Baccalaureate Diploma Programme;
- Earn 12 or more semester hours of transcribed postsecondary credit.

Some of the data used to identify students as graduates with honors or distinction may not be available prior to commencement. Therefore, all students who potentially meet the requirements will become candidates for a diploma with honors or distinction and will be recognized at individual schools’ ceremonies. A final classification of all candidates will be completed once all relevant data is received.

### **Tri-Star Scholar:**

A student who earns a composite score of 19 or higher on the ACT, or an equivalent score on the SAT, and earns a department-promoted capstone industry certification by their graduation date, shall be recognized as a Tennessee Tri-Star Scholar upon graduation from high school. The public high school shall recognize the student's achievement at the graduation ceremony by placing an appropriate designation on the student's diploma, or other credential, or by providing a ribbon or cord to be worn with graduation regalia. The student shall be noted as a Tennessee Tri-Star Scholar in the school's graduation program.

### **The Volunteer State Seal of Biliteracy:**

The Volunteer State Seal of Biliteracy (VSSB) encourages all students to pursue the important workforce skill of biliteracy. Students who earn the award will be best prepared for college, career, and community in a global society. The seal is awarded to students who have studied and attained proficiency in two or more languages by high school graduation. The award certifies the student attained high-level proficiency of two or more languages. A seal appears on the diploma of the graduating senior as a statement of accomplishment for college admission offices and employers. Students who receive qualifying scores on an AP, IB or other VSSB approved assessment in the Spring of their senior year will be eligible to receive the award after graduation, provided qualifying information is submitted to the VSSB by July 1 of the year in which the student graduates.

### **International Baccalaureate (IB) Diploma:**

An IB Diploma will be awarded to students who earn the specified units of credit required and who:

- Take the required IB Exams.
- Earn a minimum of 24 points on IB culminating examinations in six subject areas;
- Complete three IB core components: Extended Essay, Theory of Knowledge class, and Creativity/Action/Service (CAS)

Schools will recognize a student's IB Diploma status in the graduation ceremony with a diploma credential, wearable cord, or with a notation on the program.

### **Special Education Diploma/Occupational Diploma/Alternate Academic Diploma:**

#### **Special Education Diploma:**

A Special Education Diploma is awarded to students who, at the end of their fourth year, have not satisfied graduation requirements but have successfully completed their Individualized Educational Program and have satisfactory attendance and conduct. Students must participate in state testing either 1) as approved with the alternate assessment, or 2) the state Algebra I, Biology, and English 2 assessments. Students may continue to work toward this Diploma through the school year the student turns twenty-two years old.

#### **Alternate Academic Diploma:**

The Alternate Academic Diploma is considered for students who are assessed on the state alternate assessments. This diploma recognizes the academic learning and success of students with the most significant cognitive disabilities. Students who qualify for this diploma pathway must complete 16 AAD courses along with 6 other elective courses, pass the KCS modified Civics test and complete a comprehensive Transition Assessment (meets the ACT requirement). This diploma counts in the Graduation Rate for the high school the

students attend if completed in 4 years and one summer. Students may continue to work toward this Diploma through the school year the student turns twenty-two years old.

### **Occupational Diploma.**

The Occupational Diploma is for students who have not met the graduation requirements but have successfully completed the SKEMA (Skills, Knowledge, and Experience Mastery Assessment) through two years of approved paid or unpaid work experience. Students must participate in state testing either 1) as approved with the alternate assessment, or 2) the state Algebra I, Biology, and English 2 assessments.

### **Exchanging the Diploma of Specialized Education for a Regular Diploma:**

Students with disabilities who are awarded a Diploma of Specialized Education, Occupational Diploma, or Alternate Academic Diploma may continue to work toward the regular high school diploma through the end of the school year in which they turn twenty-two years old. To qualify, the student must:

- Earn the specified units of credit required for a regular diploma.
- Take the required End of Course exams

Individuals may not hold more than one diploma. A person must return the Diploma of Specialized Education before being awarded a regular diploma. The counselor at the high school shall handle an exchange where the diploma was awarded.

### **Multiple Pathways to Graduation Through Non-Traditional Models:**

Information regarding the following schools can be found by clicking on the links below:

[L&N STEM Academy](#)

[Dr. Paul Kelley Volunteer Academy](#)

[Career Magnet Academy](#)

### **Non-Traditional Schools:**

Non-traditional schools fit individual student needs while offering programs from a variety of avenues. Each school offers unique learning opportunities tailored to meet the needs of motivated and responsible students in a non-traditional school setting. Click on the school's name for more information.

[Richard Yoakley Alternative School](#)

[Ridgedale Alternative](#)

[Knoxville Adaptive Education Center \(KAEC\)](#)

### **Alternative School Services:**

**BOE # J-281** Revised 1/22

Students who have been suspended from their regular school program for longer than eleven consecutive school days shall be offered alternative school services unless the principal determines that the student poses a threat to the safety of the school community. If a principal determines that a student poses a threat to the safety of the school community, the student can appeal that determination to the Superintendent.

Students expelled pursuant to zero tolerance, shall be considered for alternative school placement. The Director of Schools shall review the records of each individual student who has been expelled pursuant to Zero Tolerance to determine whether it is appropriate to offer alternative school services. The Director of Schools' decision shall be based on the summary of records from the principal's hearing, the alternative education services review, and such additional evidence as the Superintendent may deem appropriate.

It is the intent of the Board that the Director of Schools will offer alternative school services to students expelled pursuant to Zero Tolerance unless they have engaged in behaviors that pose a threat to the safety of the school community. The Director of Schools may at his discretion offer alternative school services to students who engage in the following behaviors:

- Possession of a firearm while on Knox County Schools property, on a school bus or at any Knox County School sponsored activity;
- Sale or distribution of legend drugs or controlled substances to other students while on Knox County Schools property, on a school bus or at any Knox County School sponsored activity;
- Uses a weapon to threaten or inflict bodily harm on another student, or any Knox County School employee, SRO or Knox County Sheriff's Department deputy assigned to patrol a Knox County Schools property;
- Commits a battery on a Knox County Schools employee, SRO or any Knox County or City of Knoxville Law enforcement officer assigned to patrol a Knox County Schools property while on Knox County Schools property, on a school bus or at any Knox County School sponsored activity; and
- Possession of an explosive or incendiary device.

III. A student who is suspended or expelled from Knox County Schools who is not offered Alternative School may appeal the denial of services. The appeal must be filed in writing with the Director of Schools within five (5) days after receipt of the notice and may be filed by the parent/guardian, the student or any person designated by the student.

### **Alternative School Programs:**

**BOE #J-280** Reviewed 11/21

The Board shall operate an alternative school program for students in grades 6-12 who have been suspended or expelled from regular school programs. Except for students who are eligible for special education, such a change in a student's program shall be determined by the disciplinary hearing authority in accordance with the suspension policy of the Board and based upon recommendations from a team composed of the principal, the school guidance counselor, and the student, with or without the parents being present. Students attending the Night Alternative School Program shall provide their own transportation.

Alternative school programs shall be operated in accordance with the rules of the State Board of Education and instruction shall proceed as nearly as practicable in accordance with the instructional programs at the student's home school.

- All course work completed, and credits earned in the alternative school shall be transferred to and recorded in the student's home school.
- Credit earned and progress made shall be granted as if the work were performed in the student's home school;
- Teachers in alternative schools shall be certified by the state and shall be selected on the basis of interest and ability to work in alternative situation.

- Student-teacher ratios shall be small enough to allow for adequate instruction but shall also be determined by the age, behavior and academic achievement of students in the program;
- Sufficient textbooks, equipment and supplies shall be provided by the student's home school.

The student shall be subject to all rules of the school and violations of such rules may result in the student's removal from the school for the duration of the original intended suspension or expulsion.

Violation of school rules shall not constitute grounds for extension of time spent in the alternative school. A student also be removed from the alternative school if the student is not benefitting from the student's assignment to the school or program and all interventions available to help the student to succeed in the school or program have exhausted unsuccessfully. The final decision on such removal shall be made by the chief administrator of the alternative school, as the designee of the Director of Schools.

Students found to be eligible for special education in related circumstances shall be placed and served in accordance with the law and rules relating to special education.

## **ATHLETICS**

### **Interscholastic Athletics:**

**BOE #I-171**, Revised 11/21

Interscholastic athletics shall be administered as a part of the regular school program and shall be the principal's responsibility. The principal or his designee must accompany an athletic team on trips.

The Bylaws of the Tennessee Secondary School Athletic Association (TSSAA) shall regulate the operation and control of secondary athletics.

School athletics shall be coached only by persons on contract to the Board of Education and approved by the Tennessee Secondary School Athletic Association.

There shall be an annual physical examination of every student prior to his participation in interscholastic athletic practice. Cost of the examination shall be borne by the parent or guardian of the student. These records shall be on file in the principal's office.

Every participant in athletics shall participate in the Knox County Schools Athletic Insurance Program.

There shall be no practice of organized school athletics schedules within the school day without approval of the Superintendent.

Each school may play two home athletic events during the school day without requesting permission from the Board of Education.

The conduct of players, spectators, or school personnel reflects directly upon the school system. Therefore, conduct of players, spectators, or school personnel that does not exemplify the best sportsmanship may result in that school's program, players, spectators, or school personnel being suspended from attendance or participation in the sport concerned with the infraction. The Board of Education will determine the duration of the suspension.

Maximum admission prices to all athletic events shall be approved by the Board of Education, upon the recommendation of the Superintendent.

### **Scheduling of Athletic Contests:**

District/regional games shall be scheduled first.

No contract shall be signed until the following process is complete:

- Complete the schedule and submit to the principal for approval.
- Upon approval by the principal, submit to the Superintendent's office for final approval.
- If an adequate schedule is not obtained by each school, a rescheduling meeting shall be designated by the Superintendent's office to resolve existing problems.
- No contracts are to be signed prior to the Superintendent's approval of the schedule.

Middle School basketball and track are sanctioned sports of the Knox County Schools and will be regulated by Bylaws of the Tennessee Middle School Athletic Association (TMSAA).

### **Eligibility of Home-Schooled Students for Public School Interscholastic Athletics:**

As a member of the Tennessee Secondary Schools Athletic Association, Knox County Schools shall honor the bylaws of the TSSAA/TMSAA with respect to home school students' participation in TSSAA sanctioned public school interscholastic athletic activities. The following conditions shall also apply to home school students seeking to participate in the Knox County Schools Interscholastic athletics program:

Home school students who meet the requirements established by the TSSAA and who meet all other eligibility and selection criteria set forth by the school and the coach will be allowed to participate on an interscholastic athletic team of their zoned school. About sports that do not require tryouts for eligible Knox County School students, participation will be allowed pursuant to the compliance with the requirements listed in this policy. Regarding sports requiring tryouts, compliance with the requirements listed in this policy will only ensure the opportunity to tryout and will not ensure a position on the respective team.

- If selected for membership on the zoned school athletic team, home school students will be subject to all rules, requirements and restrictions that are applicable as members of the team and the school community.
- Home school students shall pay all fees associated with each sport in which they may participate, and these fees shall be paid in full prior to the first contest of the regular season;
- If the Knox County School's insurance provider does not extend coverage to an athlete, that athlete must provide proof of independently secured catastrophic coverage, and liability coverage, with the school system as a named insured, of not less than the limits set forth in Tennessee Code Annotated § 29-20-403.

### **NCAA Requirements for College Scholarships in Athletics:**

Refer to [NCAA GUIDE FOR THE COLLEGE-BOUND STUDENT ATHLETE](#) for information on Division I, II, and III colleges and universities. For additional information, visit [NCAA FUTURE ELIGIBILITY CENTER](#)

The NCAA form (48-H) lists the course titles and the course numbers of all courses that meet NCAA core course requirements. This form can be completed by each school and sent in to the NCAA Initial Eligibility Clearinghouse. For more information, visit [NCAA 48H COURSES](#)

## **Division I:**

To be eligible to compete in NCAA sports during a student's first year at a **DIVISION I** school, that student-athlete must graduate high school and meet **ALL** the following requirements:

Complete **16 core courses**:

- Four credits of English;
- Three credits of math (Algebra I or higher);
- Two credits of natural/physical science, including one credit of a lab science if offered at the student's high school;
- One additional credit of English, math, or natural/physical science;
- Two credits of social science;
- Four additional credits of English, math, natural/physical science, social science, world language, comparative religion or philosophy;
- Complete ten core courses, including seven in English, math or natural/physical science before the student's seventh semester. Once the seventh semester has started, a student may not repeat or replace any of the ten courses to improve the core course GPA;
- Earn at least a **2.3 GPA** in the core courses;

## **Division II:**

To be eligible to compete in NCAA sports during a student's first year at a **DIVISION II** school, the student-athlete must meet academic requirements for the core courses, grade point average (GPA) and test scores and meet the following requirements:

Complete **16 core courses**:

- Three credits of English;
- Two credits of math (Algebra I or higher);
- Two credits of natural/physical science, including one credit of a lab science if offered at the student's high school;
- Three additional credits of English, math, or natural/physical science;
- Two credits of social science;
- Four additional credits of English, math, natural/physical science, social science, world language, comparative religion or philosophy;
- Earn at least a **2.2 GPA** in the core courses;

## **Division III:**

**DIVISION III** schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play.

While Division III schools do not offer athletics scholarships, 80 percent of Division III student-athletes receive some form of merit or need-based financial aid.

Only college-bound international student-athletes need to register with the NCAA Eligibility Center. Division III schools set their own admission and eligibility standards.

Please be advised that NCAA eligibility requirements are not likely to allow credit for a course taken through recovery credit, even if it is an approved course.

For additional information, visit [NCAA ELIGIBILITY CENTER](#). This site will provide information regarding initial eligibility at NCAA Division I and II member colleges and universities. The NCAA Eligibility Center serves three main constituent groups: prospective student-athletes, high school administrators, and NCAA member institutions.

## **SPECIAL PROGRAMS**

### **Homebound Instruction:**

[BOE #I-140](#), Revised 11/21

To be considered for homebound instruction, a student must have a medical condition that will require the student's absence from school for more than ten (10) consecutive days over the period of the school year as certified by an approved provider per the Tennessee State Board of Education Law. The K-12 program typically consists of a minimum of three hours per week of instruction by a certified teacher.

Students with medical conditions of a short duration or temporary nature and not previously certified with a disability pursuant to Individuals Disabilities Act (IDEA) and state regulations, will receive homebound services, if determined eligible by the School Support Team (S-Team). Students with a medical condition(s) of a short duration or temporary nature under a current 504 or under the IDEA, will receive homebound services, if determined eligible, by the appropriate 504 or IEP team.

### **English Language Learners (ELL):**

An alternative language program for ELLs, known as English Language Learners, is defined in Tennessee as CHAPTER 0520-01-19 ENGLISH AS A SECOND LANGUAGE PROGRAMS (Rule 0520-01-19-.03) An ELL program may be provided through various service delivery models including but not limited to:

- ELL pull-out programs;
- ELL cluster center to which students are transported from their zoned school;
- Structured immersion classes;
- Scheduled ELL class periods;
- Push-in models for content-based ELL

Click [HERE](#) for more information about ELL.

### **AVID – Advancement Via Individual Determination:**

Schools may embed the AVID Principles throughout the school to support all students with organization, note taking, study skills, and time management.

The AVID Elective is a multi-year course to assist students in developing the skills that will enable them to be successful in college and career. Skills such as note taking, study skills, test taking, time management, ACT preparation, and research skills are explicitly taught and reinforced. Additionally, students develop tutoring skills, self-advocacy, and public speaking. Students in the AVID Elective often participate in visits to college campuses and learn how to research college programs and career opportunities.



## **Summer Bridge Program/Ninth Grade Transition Program:**

The Summer Bridge Program is an intensive non-credit bearing summer instructional program for students who have failed reading/language arts and mathematics in eighth grade and/or who have not demonstrated proficiency on standardized tests. The program enables those students to demonstrate mastery of essential concepts in reading/language arts and mathematics necessary for success in high school. Upon successful completion of the Summer Bridge Program, these students will be promoted to the ninth grade.

## **SPECIALIZED EDUCATION**

**BOE #I-160**, Revised 8/17

The Board shall provide access to a free appropriate public education to all children with disabilities ages 3-21, inclusive, residing within the jurisdiction of the school system. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education and state and federal law.

The Board shall develop and periodically update a local plan for providing special education services for students with disabilities. Specifically, the Board assures that:

- All students with disabilities living within the school district have available to them a free, appropriate public education with special education and related services designed to meet their unique needs provided in the least restrictive environment.
- The provision of educational services will comply with procedural safeguards required by state and federal law.

### **Special Education Services:**

Knox County Schools provide a continuum of special education services to meet the individual needs of students with disabilities. Eligibility for special education services is determined through a referral and evaluation process. An Individualized Education Plan (IEP) Team determines services for eligible students.

### **Referral:**

A parent, teacher, school counselor or others involved in a student's education, who believe that a student may require services can make a referral to the School Support Team (S-Team). Referral to the S-Team will not necessarily result in referral to special education. The school district is required to seek ways to meet the unique educational needs of all children within the general education program prior to referring a child to special education. The S-Team develops a plan of instructional interventions and accommodations to meet the student's needs within the general program. The S-Team may determine that a student will be formally referred to determine eligibility for special education services.

### **Evaluation:**

When a student is formally referred, the Individualized Education Program (IEP) Team is formed and develops the evaluation plan and determines eligibility. The required members of the IEP Team include parent(s), general education teacher, special education teacher, an assessment specialist (e.g., a school psychologist), and a Local Education Authority (LEA) which is often a school administrator. Parental permission is required for all initial evaluations and placements. The school district has sixty (60) calendar days from the time permission is obtained to complete the evaluation and determine eligibility.

## **Eligibility:**

The determination of eligibility for special education services is two-pronged. After the completion of the evaluation, the IEP team meets to determine whether the evaluation results indicate that the student has one or more disabilities and whether due to the disability the student requires special education services to make progress in the general education program. Disability categories and criteria are set by state and federal special education law. Students must be reevaluated for eligibility every three years.

## **Student Placement and Services:**

Student placement and services are individualized to meet the unique needs of each student with a disability. The IEP Team develops an annual individualized education program (IEP) for each eligible student. The IEP includes a description of the student's present level of performance, participation in and accommodations for the general education program, and special education and related services to be provided to the student.

Click [HERE](#) for additional information regarding special education in Knox County Schools.

## **Courses for Students with an Individual Education Plan:**

The course codes and titles for students with disabilities may vary depending upon the individual needs of each student as documented by the school IEP Team in the Individual Education Program (IEP). The IEP Team is required to recommend placement for students in the least restrictive environment:

- First priority being regular program with accommodations, if needed;
- Second priority being elective special education courses;
- Third priority being required courses taught by special education teachers.

The Least Restrictive Environment (LRE) may result in an individual student being assigned one, two, or all three types of courses at one time.

## **Special Conditions:**

### **First Priority:**

Whenever possible, students with disabilities will be included in appropriate levels of regular education courses. Students may also take courses that are co-taught with a special education teacher. If the IEP directs the teacher to make accommodations for the student with a disability, the classroom teacher must make those accommodations. Accommodations are individually determined for each student by the IEP Team.

### **Second Priority:**

If the IEP indicates direct special education services, the student may be placed in elective special education courses. These courses do not have to fulfill a particular required academic credit and may be general in nature in order to meet the specific needs of the student and the IEP.

### **Third Priority:**

A student with a disability can be recommended by the IEP team based on a qualifying disability (through the focused plan of study, annual review of the plan, or after attempting a required regular course) to take

required courses taught in special education settings. In such cases, the special education teacher provides specialized instruction of the curriculum standards for that course and instructs the student accordingly.

### **Important Definitions to Consider in Course Placement:**

#### **Accommodation:**

An accommodation is a change in the timing, formatting, setting, scheduling, response mode, and/or presentation of an assignment or test for a class. Accommodations do not significantly alter what a test or an assignment measures, but they do alter the expectations as to how the student demonstrates skill mastery.

#### **Modification:**

A modification eliminates, in part or in whole, the course level expectations or state standards while maintaining instruction aligned to the state standards. Students can access modified standards by the agreement of the IEP team as documented in the IEP (meeting notes/Prior Written Notice). A course with modified standards may not result in a credit toward a regular diploma. The IEP team determines the level of modifications and how they will affect the credit given for the course.

## **ENGLISH LANGUAGE LEARNERS**

The ELL program is designed for students with limited English proficiency as determined by the WIDA Screener. Students are provided English instruction specifically designed for language learners. Courses are available in grades 6-12.

[Click here](#) for more information about Knox County Schools English Language Learners Program.

**Please note:** Foreign Exchange students may **NOT** be enrolled in ELL classes.

In 1982, the U.S. Supreme Court ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented minors have the same right as U.S. citizens and permanent residents to attend public primary and secondary schools. Like other children, undocumented students are required under state laws to attend school until they reach a legally mandated age. As a result of the *Plyler* ruling, public schools may not:

- Deny student admission during initial enrollment or at any other time based on undocumented status
- Treat a student differently to verify residency
- Engage in any practices that hinder the right of access to school;
- Require students or parents to disclose or document their immigration status;
- Make inquiries of students or parents that may expose their undocumented status;
- Require social security numbers as a requirement for admission to school, as this may expose undocumented status. Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student do not have to provide one.

School enrollment and services cannot be denied or withheld based on immigration status. School personnel should not ask about immigration status or if a student and family members have social security numbers.

### **Undocumented and Unaccompanied Minors:**

There are a variety of immigration statuses and students enter the United States in several different ways. Regardless of their official status, students who are undocumented have the same legal rights as citizens in terms of access to schooling and services.

Undocumented students are individuals who reside in the United States without formal legal permission. Some are visa holders who continue to live here after their visas expire. Others enter the U.S. without formal permission; there is no record from Customs or the Department of Homeland Security that they have entered the country or are living here because they did not request or receive permission from the government.

For this reason, and because they are typically unfamiliar with the U.S. systems and do not speak English, these students are extremely vulnerable and in need of additional support and services. It is not uncommon for these minors to come to the U.S. by themselves and/or to live with extended family members once they are here; those students are unaccompanied minors, and many would qualify as homeless students.

For information about enrolling undocumented students with limited English proficiency, please see the section labeled: From Out of the Country or as a Student with Limited English Proficiency.

### **Age-Appropriate Placement of ELs New to KCS:**

The same policies that apply to all new students regarding age-appropriate grade placement should be followed for English Language Learners, although this can be challenging. It is common for students from certain countries to not have attended school consistently prior to enrolling KCS; these circumstances can further complicate the attempt to place ELs appropriately and have impacts on issues such as graduation.

To have disparate and indiscriminate placement policies and/or practices solely based on lack of English language proficiency can prove to be detrimental to the students, as well as determined to be a violation of his/her civil rights. To date, there is no study that has proven the practice of initially placing LEP students below grade level to be beneficial. There exists no consistent or research-backed evidence that such a practice promotes learning English any faster or any better than age-appropriate placement, although the understanding of content is a separate issue.

Research indicates that for every grade a student is retained, it brings him/her closer to dropping out of school, especially for Latinos. Considering this information, it is important for school administrators to consider the following when determining initial grade placement of ELLs:

- Refugee and SIFE students will usually be more than one grade level behind peers of the same age. Placing them in a lower grade than peers of the same age may impede their academic progress.
- Research indicates that it takes 5-7 years to develop academic language proficiency. Placing students below age-appropriate grade level will not decrease the number of years necessary to become proficient in English.
- Placing a student who is 15 at the middle school level may potentially result in that student not graduating until he or she is 20 years old.
- Personnel in elementary schools should consider the future impact of placing a student below his/her age-appropriate grade level.

A team comprised of professional educators, including the school administrator and the ELL teacher, should consider the following questions when determining grade level placement of students from countries other than the United States:

- How much consistent, formal schooling did the student receive in his/her home country?
- What is the student's level of literacy in his/her native language?
- What is the student's native language?
- What is the student's level of English proficiency?
- When is the student's birthday?
- Are transcripts or formal records from the home country available?

### **Refugees:**

Knoxville is a refugee resettlement area. The federal government works with approved agencies to resettle groups from certain countries; these refugees have legal permission to live here in the United States. The approved agency in Knoxville, Bridge Refugee, works with refugee families to provide them with housing, employment, and more. Bridge Refugee will assist students and families when enrolling them in school.

### **Retention:**

Please note that by law, ELL students cannot be retained or fail a course due to a lack of proficiency in English. In addition, all retentions must be reported to the State Supervisor of ELL.

### **SIFE Students (Students with Interrupted Formal Education):**

With Knoxville being a refugee resettlement city, it is not uncommon for most of the refugee students to also be classified as SIFE students. Due to unique challenges, these students often face, specific classes are available to SIFE students. Eligibility for these classes will be determined by a SIFE Screener and interviews.

### **Waiving ELL Services:**

Parents cannot waive ELL services until the student officially qualifies as an English Language Learner per the score on the WIDA Screener. It is essential to understand that parents are waiving services for their minor children; they waive the right to the dedicated program and direct ELL services. Once a child is an official EL waiver, the regular classroom teacher has the legal obligation of meeting the students' ELL needs. School personnel should not advise parents to waive, especially in cases of behavior or other non-English related issues. Schools should make every effort to request and provide interpretation services in the language spoken by parents so that they truly understand the implications of waiving ELL services. The state has provided guidance that no more than two percent of the ELL population in a district should be waivers.

Once a student turns 18, he/she can legally waive ELL services by signing the waiver document. This form should be signed in the presence of or in consultation with someone from the ELL Department. Copies of the waiver should be forwarded to the ELL Department, kept in the ELL file, and placed in the student's Cumulative Record [CR].

A waiver of ELL services is only a waiver of the delivery of ELL services by an ELL teacher; ELL waiver students still have the right to accommodations for standardized testing as well as modifications in the classroom. Parents/ guardians can un-waive ELL services and request that their English Language Learner receive direct services with an ELL teacher at any time. Waiver students must still take the ACCESS Test each spring until they meet exit criteria, and they still count in the official number of enrolled ELs in the district.

To un-waive services, the parent(s) should contact the ELL teacher at his/her child's school or the ELL Supervisor; if the child is enrolled at a non-service school and chooses to un-waive, the parents should contact the school so that personnel can communicate with the ELL teacher responsible for that school and arrange transportation. The official form to make this request is available online.

### **Identifying ELs for Special Education Services:**

One of the most difficult challenges for teachers of English Language Learners to address is the question of special education services for ELLs. To ensure that misidentification does not occur, it is important to consider both the academic development and cultural background of the English Learner. It is also important to note that even though it may take five to seven years for ELLs to develop academic language, there is no need to withhold any support services that a student might need during that time. On a superficial level, the way that academic and language difficulties manifest among ELLs can be very similar to the way such difficulties manifest among students with long-term disabilities or special needs. For this reason, it is important to get a better sense of the specific needs and challenges that are present; it is also necessary to determine if those challenges exist in English only or also in the student's native language. If students have difficulty understanding content or communicating in English only, the determining factor could be a low proficiency in English. If the EL struggles in his/her native language, as well as in English, the issue might not be related solely to a low English proficiency.

If a student exhibits characteristics of a learning disability or other similar condition, he/she will likely not pass the screener, as it assesses writing and reading. Also, if a student has no language, a team of professionals with related expertise should meet to determine appropriate placement; the team should consider the most appropriate placement if a student does not have language at all. Similarly, if students have Individualized Education Plans [IEPs] with primary goals such as toileting, living skills, or social skills, ELL may not be the appropriate placement, as English proficiency is not the focus. Refer to the Resources page for suggestions for additional reading.

The following questions and "ELL Ethnographic Interview Questions" should be considered before referring an EL for Special Education services:

- Has the WIDA Screener or ACCESS for ELLs been administered? If so, what is the student's language proficiency level?
- Is there evidence that the student is currently receiving appropriate ELL services?
- Is there evidence that the general education curriculum is being appropriately accommodated for ELs?
- Are appropriate accommodations and modifications within the regular classroom being provided consistently that address the specific language needs of the ELL?
- Is there evidence of prior interrupted formal education? (Student with Interrupted Formal Education)
- Has the student had consistent access to formal education in the United States for more than one calendar year?
- Is it possible that the student is still in his/her silent phase (can last up to 18 months)?
- Is the student making adequate progress (as defined by the second language acquisition process) through the interventions and accommodations that have been provided?
- Is there evidence that the student's behavior is significantly different from grade level peers? Is there evidence that this is not due to frustration over the target language?
- Has the student been observed in multiple settings (classroom, cafeteria, playground, bus, etc.) to compare his/her behavior to that of grade level ELL peers with similar exposure to language and instruction?
- Have parents been interviewed in their native language to determine behaviors at home? Is the home behavior appropriate in the student's culture? Is the behavior appropriate for a typical classroom in the country of origin?

- Have there been any traumatic events associated with departure from the home country or arrival in the United States? If so, is the student receiving counseling, or has the student been prescribed any medication as pertains to the trauma?
- Is the student a refugee or has the student lived in a refugee camp?
- Are the behaviors exhibited like peers of the same linguistic and/or cultural group?
- Is the student's development markedly different from that of siblings in regard to reading, expressive language, and receptive language?

### **The RTI<sup>2</sup> Process:**

High quality, scaffolded Tier 1 instruction is crucial for the academic success of ELs. ELL teachers are an integral part of the RTI<sup>2</sup> process and should be included in team decisions concerning ELs. Schools should not exclude ELs from Tier 2 or 3 interventions simply because they are ELs; likewise, not every EL should automatically receive Tier 2 or 3 interventions simply based on the fact that he/she is not a native English speaker.

### **Tier II and Tier III Interventions for ELs:**

English Language Learners who have been in the country for less than one year will benefit most from additional services and support from the ELL teacher. Because these students do not have a large vocabulary in English, they need more time and support to acquire the language and would likely not benefit as much from a targeted intervention not designed specifically for ELs. For students who have a higher proficiency in English (such as a high 3, level 4 or 5), interventions geared toward a more general student population are appropriate. ELL is **not** an intervention and it's core Tier 1 instruction; per state law, students with below intermediate proficiency must receive an hour of ELL services every day. This time cannot count towards intervention time, although time above the mandated hour can.

### **Scheduling of Services for ELs identified as SPED:**

When an English Language Learner is also identified as SPED, careful consideration must be given to ensure that the student is given appropriate services. While ELL services are part of the regular education domain, both ELL and SPED services are federally mandated, and care must be taken to observe the intent of both sets of laws and guidelines. While the IEP must be followed in all instances, it should not be viewed as trumping ELL services; both services should work in concert to provide an appropriate education. Decisions should be made on a case-by-case basis and the ELL teacher, as the expert in second language acquisition, should be involved in all parts of the decision-making process. If a situation arises whereby the service requirements for ELL and/or SPED services cannot be met during the school day, both the SPED supervisor as well as the ELL supervisor should be contacted for input.

### **Newcomers:**

In addition to unique academic considerations, newcomers need assistance learning everything about school procedures, both formal and informal ones. It is essential to try to explain and practice or demonstrate routines for newcomers. Teachers should be sure to show newcomers where the bathrooms and exits are located, and how to pay for lunch and line up in the hallway, as well as practice emergency drills.

To better serve newcomer ELs, schools should consider creating a newcomer ELL class to meet the unique needs of these students. Newcomers in elementary and middle grades would benefit from receiving more than one hour of ELL services daily; while students will acquire English from their surroundings such as interactions with peers, the ELL classroom can address their more pressing needs. It is recommended that newcomers receive ELL support during Reading and ELA blocks. It would also be beneficial to have a newcomer Math class in addition to regular Math and ELL classes, if staffing is available to support

newcomers. Another option is to consider scheduling a newcomer class during Social Studies. Regardless of the class in which ELL supports take place, it is crucial that newcomers are exposed to grade-level standards and content while providing all necessary modifications and accommodations in making content comprehensible to newcomers.

Some newcomers may not communicate when they arrive at school, but they are aware of and observing what goes on; this “**silent period**” can last up to 18 months and is a non-native speaker’s response to being in an environment in which he or she is constantly bombarded by a language that he/she does not understand. This is simply exhausting and overwhelming for the brain to try to process all the stimuli.

During the silent phase, ELs can learn but they might not produce the language. Except in exceptional cases, ELs who are experiencing the silent period should not be referred for SPED services.

### **Individual Learning Plan (ILP):**

All EL students shall have an ILP that contains, but is not limited to:

- (a) Assessment data from the English language proficiency assessment, achievement assessments, and any relevant benchmark data;
- (b) Short-term goals that help the student proceed to the next proficiency level in the four (4) domains of language: reading, writing, speaking, and listening;
- (c) Growth trajectories for English language proficiency based on individual student data; and
- (d) Strategies, accommodations, and scaffolding used in the delivery of Indirect ESL Services.

Each LEA shall have an oversight plan for the development, implementation, and monitoring of ILPs for EL students.

Teachers shall monitor the academic and English language proficiency growth of EL students through benchmarking, formative assessments, and/or summative assessments at least every four and one-half (4.5) weeks. If an EL student is not meeting the growth expectations identified in his or her ILP, the student shall receive differentiated support so that he or she may advance more rapidly toward English language proficiency. Supports shall be implemented promptly after the ILP Team has determined the student is not on the expected growth trajectory.

### **Models of ELL Services:**

A variety of delivery models is utilized in KCS for serving the ELL populations. Based on need, the enrollment of ELs, staffing, and other considerations, administrators should work in conjunction with the ELL Supervisor to implement service models that will be best for their schools. Pull-out, push-in, and co-teaching models are used.

**Pull-out services:** This model is used by most of the elementary schools in KCS. ELL teachers provide direct services during a block of time. This is a program model in which the ESL teacher pulls the student from his or her regular classroom to provide ELL services during a block of time. It is strongly recommended that students be grouped for ELL class by proficiency level instead of by grade level. Just as teachers would struggle to provide effective instruction for students in French I, II, and III during the same time block, the same holds true for English Language Learners. The learning experience is not optimal if newcomers are grouped with ELs who have an intermediate proficiency. Research has shown that this model is most effective, especially for ELs with lower proficiency in English.

**Push-in:** This is a program model in which the L teacher “pushes-in” to the regular classroom and provides ELL support in the regular classroom. Research has proven this model is most effective for ELs with a high proficiency in English. However, this model often results in the ESL teacher being utilized as a tutor or an



aide. Administrators and teachers should be mindful of the fact that ESL teachers are still required to teach ESL standards to students during this time.

**Co-teaching:** A true co-teaching model is one in which the ELL teacher and the classroom teacher are equally responsible for planning and instruction. Outside observers visiting a co-taught class would not necessarily be able to name the ESL teacher or the regular teacher.

**Scheduled, For-Credit Class:** This type of class occurs at the secondary level. In this model, students have ELL class as a scheduled class, and they receive grades/credit for participating in the class. Students should be scheduled for ELL classes based on their levels of English Language Proficiency, not by grade levels.

### **Retention of ELs and Failing Grades:**

The State of Tennessee Title III service requirements for ELLs state that English Learners may not be retained or failed based on language ability; this mandate is derived from Section I, Part G in the Guidelines to Satisfy Legal Requirements of *Lau v. Nichols*. It is extremely difficult to rule out English completely when attempting to determine the perceived lack of sufficient progress of ELs. This is especially true for ELs who have a very low proficiency in English and those who have not been in a U.S. school for an entire calendar year.

Research indicates that retention of ELs may result in a considerable decrease in the probability of graduation. Xia and Kirby (2009) published a meta-analysis of studies conducted since 1980 on the impact of retention; they found little support for lasting academic benefits of retention for students. In addition, a study published by the National Association of School Psychologists argued that significant previous research showed retention resulted in negative effects on academic achievement. Some researchers have stated that one retention decreases an EL's likelihood of graduating by half; for Latinos/as, one retention decreases the likelihood of graduation to only 25%.

Though the decision to promote or retain must be made on a case-by-case basis, any decision to retain an ELL must be accompanied by documentation demonstrating that appropriate accommodations and modifications were employed throughout the year to assure compliance with federal requirements (May 25, 1970, Memorandum). An official form for each EL retention must be submitted to the ELL Supervisor for reporting purposes; beginning in 2014-2015, all districts are required to input data relating specifically to the number of ELs retained in each grade level as well as a justification for each retention.

### **ACCESS for ELLs®:**

ACCESS 2.0 is administered annually to all English Language Learners in Tennessee. It is a standards-based, criterion referenced English language proficiency test designed to measure English Language Learners' social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing. ACCESS for ELLs meets the federal mandate requiring states to evaluate ELL students in grades K through 12 on their progress in learning to speak English.

All students identified as ELLs must take the ACCESS for ELLs, including students whose parents have waived Language Instruction Educational Program; however, students who have formally exited language assistance services and are in monitored status (Transition) do not take the assessment.

### **The Six Levels of Proficiency in English on the ACCESS for ELs:**

Level 1- Entering: Beginner/Preproduction

Level 2- Emerging: Beginning/Production/Early Intermediate

Level 3- Developing: Intermediate

Level 4- Expanding: Advanced Intermediate/Early Advanced

Level 5- Bridging: Advanced

Level 6- Reaching [Formerly LEP; moving to the transition phase]

### **Transition ELL to Active ELL Procedures:**

Some ELs may struggle in their content classes even though they have been deemed proficient in English and met the criteria to be exited from ESL services. The transitional period under Title III is in place for this very reason - to determine if transitional ELs require instructional accommodations in some of their content classes. If, during the transitional period, there is evidence that a student is struggling in one or more content areas, the first step is to ensure that the student is provided with any instructional support available in the school and to notify the RTI2 team of the student's lack of academic progress and success. When considering a student's second language acquisition time frame, the following questions may be useful in guiding the process:

- Was the student formally educated in their home country? Did he/she have consistent schooling, or were there prolonged periods of interrupted or no schooling?
- What were the student's ACCESS scores and subscores in each domain?
- Were the student's achievement scores borderline for meeting standards, or were they significantly above the minimum requirement?
- What are the student's areas of difficulty in the content courses they are struggling with? Is the teacher using appropriate accommodations in the classroom?
- Is the student having difficulty specifically in the domain of writing or reading, or are there factors outside of language involved?
- If the student is struggling in a particular course, is it a course in which he/she has always had difficulty?
- Are teachers differentiating instruction specifically to reach and support ELs?
- Is the student receiving academic support to compensate for any lack of background information?
- Are there reasons, other than language, that the student is not succeeding in content classrooms?
- Are content teachers still providing necessary modifications for the student to be able to access the content?
- Is something causing a lack of motivation or effort from the student that is causing issues with schoolwork?
- Have teachers provided additional modifications/scaffolding upon seeing the student struggle?
- Do benchmark scores/other data show a need for additional services, like RTI?
- Is there a particular aspect of schoolwork that the student is struggling with (i.e., homework because there is no one to help at home, etc.)?

### **Reclassifying a Transitional EL**

A transitional EL experiencing academic difficulties should not be immediately reclassified as an EL. As noted above, appropriate instructional supports, including RTI<sup>2</sup>, should be implemented. If those additional instructional supports do not resolve the issue, the RTI<sup>2</sup> committee should review the documentation and, if appropriate, implement more intensive Tier II and III interventions. An ESL professional should be included in these discussions and decisions. All Tier II and III interventions must be linguistically accessible to the student.

The RTI<sup>2</sup> team should review the student's data and determine next steps, appropriate interventions, and any potential increased tier transitional for RTI<sup>2</sup> purposes. After these interventions have been put in place and

progress has been measured over time, the RTI<sup>2</sup> team, working with an ESL professional, should determine whether the student is struggling due to a lack of content knowledge or a lack of English proficiency. Educators reviewing the data must determine if a student's academic difficulties are due to a lack of English proficiency, rather than a lack of content knowledge, cognitive issues, or a disability.

A transitional student should only be reclassified if it is determined that they are struggling academically due to a lack of English proficiency and that accommodations are not adequate for the student to experience academic success. This may happen when the cognitive load with grade-level work is increasing faster than gains in English language proficiency.

Following a documented period of Tier III RTI<sup>2</sup> support, if academic difficulties persist and data support the belief that language proficiency is the root of the problem, the RTI<sup>2</sup> committee may determine that the student should re-enter the ESL program. No rescreening is necessary to reclassify a student as an EL during the transitional period. A reclassification procedure should address the following:

- Instructional supports within the classroom
- RTI<sup>2</sup> procedures
- Analysis of English language proficiency
- Progress monitoring data

### **Welcome Center:**

The [KCS Welcome Center](#) provides the following services:

- Enrollment of students new to Knox County Schools from across the state, across the country, across the world
- Translation Services for Enrollment
- Orientation to Knox County Schools for students and parents
- Referrals to support services include: Adult ESL, Citizenship Classes, Health Clinics and more

Requests for translations can be found [here](#). Please note that any requests for the IEP/504/any legal ramifications translation services need to be sent to the Student Support services by completing a separate form. These requests are filled by the Foreign Language Academy. You can find this form on the Welcome Center's website (CI form).



[TDOE - MIDDLE SCHOOL POLICY](#)

[TDOE - HIGH SCHOOL POLICY](#)

[TDOE STATE BOARD FAQ HIGH SCHOOL POLICY](#)

## **MIDDLE SCHOOL COURSE DESCRIPTIONS**

The courses listed in the Middle School Student Progression Plan embody a wide array of courses offered throughout KCS; however, not all courses will be available in any one middle school. Also, while this is a long list, this is not an exhaustive list. There may be courses offered at various KCS middle schools that are not in this document.

Middle schools may choose to print their own school-based Course Catalog; however, the courses listed must come from the Secondary Schools Student Progression Plan. Courses listed in the district's document are the only state approved courses. Individual schools may not change the titles, course descriptions, or prerequisites, nor may they add other courses that are not listed in the KCS Secondary Schools Student Progression Plan.

Questions concerning this publication may be directed to the KCS Executive Director of Instruction and Curriculum or the Executive Director of Secondary Education.

### **Career and Technical Education (CTE):**

#### **STEM Explore - 6<sup>th</sup> Grade:**

STEM Explorers is a fundamental course for middle school students to search for answers to “What is STEM?” A student proficient in this course will understand science, technology, engineering, and mathematics (STEM) as a collection of interrelated disciplines, rather than a series of isolated fields. Students will come away from this course with a thorough understanding of how the STEM disciplines work together to investigate the world, define problems, and create optimal solutions to benefit society. In this course, students will explore the history of engineering and technology; they will be introduced to the practices of

science and engineering; and they will explore various STEM fields to empower them to make an informed decision when selecting a career pathway in high school.

### **STEM Innovators - 7<sup>th</sup> Grade:**

STEM Innovators is a fundamental course for middle school students to understand the relationship between STEM and innovation, as well as explore the possibilities of “What could be?” A student proficient in this course will understand why innovation is important and how it benefits society. Students will learn how innovation requires creativity and leads to new discoveries and technologies that make life better for humans. In this course, students will identify past innovations and what inspired their creation. Students will continue learning the practices of science and engineering. This course will reinforce the specific practices of developing and using models; planning and carrying out investigations; and analyzing and interpreting data.

### **STEM Designers - 8<sup>th</sup> Grade:**

STEM Designers is a fundamental middle school course that trains students to define problems and methodically answer the question, “What is the solution?” Upon completion of this course, proficient STEM designers understand that engineering design is a process of developing solutions to problems and challenges to meet the needs of society. Students continue to apply the practices for science and engineering learned in STEM Explorers and STEM Innovators; however, STEM Designers places more emphasis on practices such as using mathematics and computational thinking; designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information. In addition to gaining a deep understanding of the relationship between engineering and design, students who complete this course will learn how both innovation and engineering design result in new technologies that benefit humans.

### **Keyboarding – 6<sup>th</sup> Grade:**

The student will develop skills in operating a keyboard by touch with emphasis on entering the alphabet, numbers, and symbols with proper technique.

### **Keyboarding – 7<sup>th</sup> Grade:**

The student will develop skills in operating a keyboard by touch with emphasis on entering the alphabet, numbers, and symbols with proper technique.

### **Keyboarding – 8<sup>th</sup> Grade:**

The student will develop skills in operating a keyboard by touch with emphasis on entering the alphabet, numbers, and symbols with proper technique.

### **Computer Science Discoveries - 6<sup>th</sup> Grade:**

Computer Science Discoveries is an introductory course for middle school students. Mapped to CSTA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user-centered design, and data, while inspiring students as they build their own websites, apps, games, and physical computing devices.

### **Computer Science Discoveries - 7<sup>th</sup> Grade:**

Computer Science Discoveries is an introductory course for middle school students. Mapped to CSTA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user-centered design, and data, while inspiring students as they build their own websites, apps, games, and physical computing devices.

### **Computer Science Discoveries - 8th Grade:**

Computer Science Discoveries is an introductory course for middle school students. Mapped to CSTA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user-centered design, and data, while inspiring students as they build their own websites, apps, games, and physical computing devices.

### **Computer Applications – 8<sup>th</sup> Grade:**

#### **Career Focused Courses:**

*\*Replaced former 8th and 9th grade course called Career Exploration in 22-23 SY*

#### **Career Awareness - 6th Grade - Career Course 1 - No HS credit:**

Career Awareness is an introductory course designed to build foundational knowledge of career opportunities through: (a) examining key characteristics evident in successful leaders; (b) connecting academic aptitude and personal strengths to postsecondary and career success; and (c) bringing awareness to career availability in various contexts. Upon completion of this course, proficient students will understand their own strengths and academic skills, explain specific careers and career sectors of interest, and develop an understanding of the career pathways, postsecondary education institutions, and employers located in their greater community. Students will also demonstrate soft skills (e.g., teamwork, self-advocacy, and effective communication), alongside technical skills (e.g., time management and goal creation) to practice critical skills needed in the workplace.

#### **Career Exploration - 7th Grade - Career Course 2 - No HS credit:**

Career Exploration is a course designed to reinforce previous career awareness and strategically explore a wide range of career options through: (a) engaging in self-reflection and intentional goal setting by using a career assessment tool; (b) analyzing academic strengths and progress; (c) researching postsecondary options and the requirements for various career sectors; and (d) identifying coursework, extracurricular activities, and experiences that can support career exploration. Upon completion of this course, proficient students will use their own strengths and skills to set meaningful academic and career goals; articulate careers that align with their strengths and academic background or plans; and discover ways to explore various career options in their community. Students will also demonstrate soft skills (e.g., teamwork, self-advocacy, and effective communication), alongside technical skills (e.g. time management and goal creation) to practice critical skills needed in the workplace.

#### **Career Advising and Planning - 8th Grade - Career Course 3 - No HS credit:**

Career Advising and Planning is an course designed to show mastery of strategic career advising and planning through: (a) articulating personal academic strengths and applying them to a specific career and education requirements; (b) evaluating career options based on the alignment of skill sets, academics, and personality; (c) understanding the components of financing postsecondary education and beyond; and (d) engaging in experiential learning that can support career advising and planning. Upon completion of this course, proficient students will use their knowledge of individual strengths combined with career interests to meaningfully research pathways to postsecondary and work success, including the creation of high school coursework plans, career preparation materials, and ideal employee profiles.

## **English Language Arts:**

The 6th through 8th grade band builds on previously learned skills in all language arts areas in accordance with the TDOE ELA state standards. By the end of middle school, students will be equipped with the range of skills in reading, writing, speaking, listening, and use of the conventions of the English language that are necessary to be successful in high school English courses.

### **English Language Arts Honors – 6<sup>th</sup> Grade:**

In grade six, students will read a range of challenging literary and informational texts and will demonstrate understanding of the material in a variety of ways. Students will continue to develop their narrative, explanatory, and argumentative writing skills, including integrating information from different sources and responding to challenging content through written interpretation and analysis. At the honors level, students will interact with texts that display a level of complexity beyond grade-level expectations. The honors curriculum emphasizes depth of study, rigor, and creativity, as reflected in the TDOE Honors Framework for Extension. Middle school ELA courses are based on either the Wit & Wisdom or Amplify curriculum, both of which are aligned with the TDOE English Language Arts standards.

### **English Language Arts – 6<sup>th</sup> Grade:**

In grade six, students will read a range of challenging literary and informational texts and will demonstrate understanding of the material in a variety of ways. Students will continue to develop their narrative, explanatory, and argumentative writing skills, including integrating information from different sources and responding to challenging content through written interpretation and analysis. Middle school ELA courses are based on either the Wit & Wisdom or Amplify curriculum, both of which are aligned with TDOE English Language Arts standards.

### **English Language Arts Honors – 7<sup>th</sup> Grade:**

In grade seven, students will build upon those skills established by the English Language Arts standards. Students will continue to develop their narrative, explanatory, and argumentative writing abilities, and they will increase their academic vocabulary as they read a variety of complex texts from a wide breadth of genres. Additionally, students will further develop the capacity– in both speaking and writing– to analyze texts, perform research, form thoughtful opinions, and cite evidence supporting their ideas. At the honors level, students will interact with texts that display a level of complexity beyond grade-level expectations; the honors curriculum emphasizes depth of study, rigor, and creativity, as reflected in the TDOE Honors Framework for Extension. Middle school ELA courses are based on either the Wit & Wisdom or Amplify curriculum, both of which are aligned with the TDOE ELA standards.

### **English Language Arts – 7<sup>th</sup> Grade:**

In grade seven, students will build upon those skills established by the English Language Arts standards. Students will continue to develop their narrative, explanatory, and argumentative writing abilities, and they will increase their academic vocabulary as they read a variety of complex texts from a wide breadth of genres. Additionally, students will further develop the capacity– in both speaking and writing– to analyze texts, perform research, form thoughtful opinions, and cite evidence supporting their ideas. Middle school ELA courses are based on either the Wit & Wisdom or Amplify curriculum, both of which are aligned with the TDOE ELA standards.

### **English Language Arts Honors – 8<sup>th</sup> Grade:**

In grade eight, students will build upon those skills and competencies established by the English Language Arts standards. Students will continue to develop their narrative, explanatory, and argumentative writing abilities, and they will increase their academic vocabulary as they read a variety of complex texts from a wide breadth of genres. Additionally, students will further develop the capacity– in both speaking and writing– to analyze texts, perform research, form thoughtful opinions, and cite evidence supporting their ideas. At the honors level, students will interact with texts that display a level of complexity beyond grade-level expectations; the honors curriculum emphasizes depth of study, rigor, and creativity, as reflected in the TDOE Honors Framework for Extension. Upon completing this honors-level course, students should be prepared to meet the demands of advanced academics at the high school level. Middle school ELA courses are based on either the Wit & Wisdom or Amplify curriculum, both of which are aligned with the TDOE ELA standards.

### **English Language Arts – 8<sup>th</sup> Grade:**

In grade eight, students will build upon those skills and competencies established by the English Language Arts standards. Students will continue to develop their narrative, explanatory, and argumentative writing abilities, and they will increase their academic vocabulary as they read a variety of complex texts from a wide breadth of genres. Additionally, students will further develop the capacity– in both speaking and writing– to analyze texts, perform research, form thoughtful opinions, and cite evidence supporting their ideas. Upon completing middle school, students should be prepared to meet the demands of high school ELA courses. Middle school ELA courses are based on either the Wit & Wisdom or Amplify curriculum, both of which are aligned with the TDOE ELA standards.

### **Fine Arts:**

#### **Dance:**

#### **West African Dance- 6th, 7th, and 8th grades:**

Students will study, experience, and perform traditional and non-traditional West African Dance styles. The focus will be on technique, style, and performance. Students will also learn dance technique in other genres of dance, such as tap, hip-hop and jazz. *There is no prerequisite for this class. This class may be repeated. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

#### **Beginning Dance- 6th, 7th, and 8th grades:**

Introduces basic history and technique from a variety of dance forms that may include Ballet, Contemporary/Modern, Jazz, and Hip-hop among others. Classwork will focus on learning necessary vocabulary, developing correct alignment, improving strength, coordination, rhythm, and spatial awareness. Explores movement invention and strategies of choreographic manipulation of the elements of dance. Emphasizes the dynamic capabilities of the body as an articulate means of expression. Allows students the opportunity to work on finding their artistic voice through choreography projects. *There is no prerequisite for this class. This class may be repeated. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*



### **Intermediate Dance:**

Provides a continuation of history and technique from a variety of dance forms that may include Ballet, Contemporary/Modern, Jazz and Hip-hop among others. Builds on a demonstrated comprehension of kinesthetic and conceptual principles mastered at the beginning level. Classwork will focus on continuing development of efficient alignment, strength, flexibility, coordination, rhythm, dynamics, and spatial awareness. Explores movement invention and strategies of choreographic manipulation of the elements of dance. Emphasizes the dynamic capabilities of the body as an articulate means of expression. Allows students the opportunity to work on finding their artistic voice through choreography projects. *Prerequisite is the successful completion of Beginning Dance or other relevant experience and dance teacher recommendation. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

### **Advanced Dance:**

Provides a continuation of history and technique from a variety of dance forms that may include Ballet, Contemporary/Modern, Jazz and Hip-hop among others. Builds on a demonstrated comprehension of kinesthetic and conceptual principles mastered at the beginning/intermediate level. Classwork will focus on continuing development of efficient alignment, strength, flexibility, coordination, rhythm, dynamics, and spatial awareness. Explores movement invention and strategies of choreographic manipulation of the elements of dance. Emphasizes the dynamic capabilities of the body as an articulate means of expression. Allows students the opportunity to work on finding their artistic voice through choreography projects. *Prerequisite is the successful completion of Intermediate Dance or other relevant experience and dance teacher recommendation. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

### **Music:**

#### **General Music- Studio Concentration - 6th, 7th, and 8th grades:**

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.). The class, General Music, is a combination of performance, composition, and history. *The same KCS course code may be used to schedule both General Music Studio Concentration and General Music History. There is no prerequisite for these courses.*

#### **General Music- Music History- 6th, 7th, and 8th grades:**

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. *The same KCS course code may be used to schedule both General Music Studio Concentration and General Music History. There is no prerequisite for this class.*

#### **Beginning Band- 6th grade:**

The beginning band course exposes students to the three major types of band instruments, woodwinds, brass and percussion. Through teacher guidance, the student will be allowed to learn the instrument of their choice

or the instrument for which the student is best suited. Students will learn the basic elements of music, clef signs, time signs, staff, parts of the staff, note reading, rhythm, harmony, scales, as well as counting, clapping, singing, and playing simple musical melodies. Students will learn the proper way to play the musical instrument with proper tone quality, embouchure, posture, hand position, head position and proper use of teeth, tongue, throat, and air stream. *There is no prerequisite for this class.*

### **Intermediate Band- 7th grade:**

Intermediate band is designed to allow students to continue to expand their knowledge of the elements of music, musical terms, scales, music literature, and to continue to learn and to increase their ability to play a musical instrument. Students at this level are also allowed to switch to another instrument with the approval of the student's parents and the teacher. The student may be exposed to clinic tryouts and solo and ensemble performance. *Prerequisite is the successful completion of Beginning Band or other relevant experience and music teacher recommendation.*

### **Advanced Band- 8th grade:**

Advanced Band is designed to allow students to continue to expand their knowledge of the elements of music, musical terms, scales, music literature, and to continue to learn and to increase their ability to play a musical instrument. The students will be exposed to more advanced band literature in a variety of styles from contemporary to classical. The students will be exposed to clinic tryouts and solo and ensemble performance. *Prerequisite is the successful completion of Intermediate Band or other relevant experience and music teacher recommendation.*

### **Chorus- 6th grade:**

Students will have the opportunity to study vocal music techniques and music literature with a goal to perform unison and two-part music. Students will learn to apply the fundamentals of proper vocal production and consonant and vowel production appropriate to the style of varied vocal literature. *There is no prerequisite for this class.*

### **Chorus- 7th grade:**

Vocal music at the 7th grade level seeks to provide students an opportunity to apply expressive style and vocal techniques to age-appropriate music literature. Students will apply correct diction in several styles of vocal music while maintaining the correct voice part/line. The goal is for chorus members to sing three- part music. *There is no prerequisite for this class.*

### **Chorus- 8th grade:**

Eighth grade chorus provides students the opportunity to explore the expanding vocal range with a goal to sing three and four-part music literature. Proper age-appropriate vocal production techniques will be demonstrated in order for students to evaluate personal and group performance utilizing a rubric. *There is no prerequisite for this class.*

### **Musical Theatre- 6th, 7th, and 8th grades:**

Musical Theatre offers students the opportunity to study and perform in this genre. This is a production-based course designed to provide students with opportunities to participate in the varied aspects of a musical theatre production. The course combines practical vocal training including diction and tone quality as well as the

development of students as actors by instilling work ethic, time management and the importance of teamwork. *There is no prerequisite for this class.*

### **Beginning Orchestra- 6th grade:**

Beginning orchestra is designed to expose students to the four instruments of the string instrument family – violin, viola, cello and bass. Through teacher guidance, the student will be allowed to learn the instrument of their choice or the instrument for which the student is best suited. Students will learn the basic elements of music, clef signs, time signs, staff, parts of the staff, note reading, rhythm, harmony, scales, as well as counting, clapping, singing, and playing simple musical melodies. The student will learn the proper technique for playing a string instrument such as, hand position, posture, bow hold and parts of the instrument. *There is no prerequisite for this class.*

### **Intermediate Orchestra- 7th grade:**

Intermediate orchestra is designed to allow the students to continue to expand their knowledge of the elements of music, musical terms, scales, and music literature and to continue to learn and to increase their ability to play a string instrument. Students at this level are allowed to switch to another instrument with the approval of the student's parents and the teacher. The student may be exposed to clinic tryouts and solo and ensemble performance. *Prerequisite is the successful completion of Beginning Orchestra or other relevant experience and music teacher recommendation.*

### **Advanced Orchestra- 8th grade:**

Advanced orchestra is designed to allow students to continue to expand their knowledge of the elements of music, musical terms, scales, music literature, and to continue to learn and increase their ability to play a string instrument. The students will be exposed to more advanced orchestra literature in a variety of styles from contemporary to classical. The students will be exposed to clinic tryouts and solo and ensemble performances. *Prerequisite is the successful completion of Intermediate Orchestra or other relevant experience and music teacher recommendation.*

### **Visual Arts:**

#### **Art Survey- 6th, 7th, and 8th grades:**

Art Survey is designed to fit into a rotation arrangement to allow all students at the grade level an opportunity to participate in an Art class. It is a survey course that attempts to cover a wide variety of concepts, techniques, and media. Art Survey is offered at each grade level. *There is no prerequisite for these classes.*

#### **Advanced Art- 6th, 7th, and 8th grades:**

Advanced Art is a semester-long or year-long course designed for the highly motivated student who wishes to participate in and study the visual arts in more depth. This course allows students to explore and hone skills in more art media and spend more time developing ideas and communicating meaning through visual arts. Advanced Art is offered at each grade level. *There is no prerequisite for this class.*

#### **Art I- 8th grade:**

Art I- 8th grade is a year-long course designed for 8th grade students who intend to take advanced and AP art courses in high school. This course 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. Art I is a prerequisite for all other advanced art coursework in high school. *Prerequisite is successful completion of a portfolio review and art teacher recommendation. Schools wishing to add this course to their schedule must have permission from the Visual Arts Specialist.*

### **Literacy and Numeracy Intervention and Supports:**

The school shall convene an in-person meeting with input from teachers of core academic subjects as needed to review the student's academic strengths and weaknesses. To accomplish this, the team reviews data from the Early Warning System which encompasses attendance, behavior, grades, mobility, and other significant information that are unique to individual students. Historical data, progress monitoring data (if available), and teacher input is used to determine if the student benefits from a RTI<sup>2</sup> (Response to Instruction and Intervention) Student Plan. This plan is designed to assist the student in closing skill gaps identified to better help the student access core standards. Intervention shall be aligned with identified skill gaps at the student's instructional level. Progress monitoring will be assessed bi-weekly, and the team will reconvene to discuss progress every 4.5 weeks. Parents/guardians are notified when the student is placed in an intervention program. Parents receive progress monitoring data every 4.5 weeks reflecting student progress as well as any changes made to the plan.

A school's data team consisting of administration and teachers review at-risk students. Taking into consideration the whole student. This problem-solving team recommends a level of intervention intensity (tier 2 or tier 3) that will address skill gaps for individual students. Students are placed in an intervention course that is aligned with the student's skill deficit and will best challenge the student to show continued growth while addressing skill gaps. KCS follows the RTI<sup>2</sup> Framework from TDOE. (Please see additional information related to intervention in the appendix.)

### **Mathematics:**

The K-12 Mathematics Curriculum Framework is aligned with the Tennessee Mathematics Curriculum Framework and the National Council of Teachers of Mathematics Standards. The curriculum includes five (5) standards:

- Mathematical Practices;
- Number and Operations;
- Algebra;
- Geometry and Measurement;
- Data Analysis, Statistics and Probability.

The Standards for Mathematical Practices include communication, real-world and historical connections, reasoning and proof, problem solving, representations, and technology. These standards guide and support the Knox County Schools K-12 Mathematics Curriculum.

Instruction in middle school honors mathematics courses will substantially exceed the content standards, learning expectations, mathematics practices, and reflect the shared principles of learning, including close observation and analysis, higher-order questioning, evidence-based writing, and academic conversations.

### **6<sup>th</sup> Grade Mathematics:**

6th Grade Mathematics extends the students' understanding and fluency of number and operations to include fractions, decimals, ratios & percents. Students solve multi-step contextual problems involving fractions and decimals. They apply their knowledge to solve a variety of problems requiring the use of reasoning and communication. They use statistics and probability in real-world applications to analyze and interpret data. Areas of focus include algebraic patterns and relationships, variable expressions and multi-step equations, and geometric relationships. They model and solve a variety of problems involving surface area, area and circumference of circles, and volumes of prisms and pyramids.

### **6<sup>th</sup> Grade Honors Mathematics:**

6th Grade Honors Mathematics goes into greater depth and application of 6th grade standards in addition to a percent of the 7th grade standards. Students complete the requirements for sixth grade honors mathematics through a modeled instruction approach that facilitates maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology.

### **7<sup>th</sup> Grade Mathematics:**

7th Grade Mathematics extends students' understanding of the mathematical processes of problem solving, communication, and reasoning. Students continue to build a foundation for algebra by solving equations with positive and negative rational numbers. They apply their knowledge of integers to graph and identify points on the coordinate system. They create and interpret graphs using function rules and ordered pairs. Students identify the slope of a line as a unit rate. Other areas of focus include proportional reasoning, data analysis and various representations of data.

### **7<sup>th</sup> Grade Honors Mathematics:**

7th Grade Honors Mathematics completes the seventh-grade mathematics curriculum and the Honors Pre-Algebra curriculum described below through a modeled instruction approach that facilitates maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. Upon successful completion of this course, students will be prepared for Honors Algebra I which is taught in the 8th grade.

### **8<sup>th</sup> Grade Pre-Algebra:**

Eighth Grade Pre-Algebra is a rigorous course designed to prepare students for the Algebra I curriculum. Students use linear functions, linear equations, and systems of equations to represent, analyze, and solve a variety of problems. Students extend their understanding of slope as a constant rate of change and use slope to analyze situations and solve problems. They apply the Pythagorean theorem to find distances between points in the coordinate plane to measure lengths and analyze polygons and polyhedra.

### **8<sup>th</sup> Grade Honors Pre-Algebra:**

Eighth Grade Honors Pre-Algebra is designed for students who did exceptionally well in 7th grade. mathematics a rigorous course designed to prepare students for the Honors Algebra I curriculum. Course content covers the topics in 8th-grade Pre-Algebra in greater depth and at a faster pace, thus providing more time for enrichment through the study of additional performance objectives.

### **Honors Algebra I:**

Honors Algebra I is a course that places an emphasis on the systematic development of the language through which most of mathematics is communicated. Students develop an understanding of concepts at an abstract level and apply them in a process that fosters generalizations and insights beyond the original content. Areas of focus include properties of the number system, linear and quadratic functions, inequalities, operations on real numbers and polynomials, exponents, and radicals. This is a high school equivalent course. The grade is reflected on the high school transcript and calculated in a student's high school GPA.

### **Honors Geometry:**

Honors Geometry is a course that studies the advanced concepts of plane geometry and the related topics in three-dimensional geometry, coordinate geometry and transformational geometry. The content includes the vocabulary of geometry and continues with algebraic and geometric proofs based on an axiomatic system. Applications of the theorems are utilized to help students grasp an understanding of how geometry is used in different careers. This course places an emphasis on problem solving, writing skills (especially proofs) and algebraic applications. This is a high school equivalent course. (Must follow successful completion of Algebra I or Integrated Math I)

### **Computer Science Exploratory:**

Computer Science Exploratory is a computer science survey course. This course is modular in design to be customized to fit a 9-week, semester, or year-long schedule. The modules take a broad view on computer science by covering topics such as computational components, troubleshooting, data protection & encryption, internet & networks, and ethics & attribution. Students are empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. This course can be taught by anyone who is a licensed educator. (This is not the same course as Computer Science Discovery - a CTE course - that must be taught by a CTE licensed teacher.)

### **Physical Education and Health:**

Family Life Education is included in the health standards. HIV/AIDS, Human Trafficking and Dating Violence education are topics mandated by State Law (Public Charter No. 565) and included in Family Life instruction. 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 School staff and Knox County Health Department personnel will deliver this important and delicate curricular material. Family Life education is taught in 6<sup>th</sup> and 8<sup>th</sup> grades in middle school and in Lifetime Wellness in high school.

### **Health – 6<sup>th</sup> and 7<sup>th</sup> Grade:**

The overall goal of health is to introduce students to the basic knowledge and skills needed to establish healthy living habits, personal healthcare, and the availability of community health providers. There is a focus on personal choices and how those choices impact a person's total health. Health is offered in the 6<sup>th</sup> and 7<sup>th</sup> grades.

## **Health – 8<sup>th</sup> Grade:**

The overall goal of health is to introduce students to the basic knowledge and skills needed to establish healthy living habits, personal healthcare, and the availability of community health providers. There is a focus on personal choices and how those choices impact a person's total health. Students will: explain the impact of personal health behaviors on the body systems; determine the benefits of exercise during all stages of life for improved physical fitness; evaluate personal food choices and discuss eating disorders and media influences; demonstrate decision-making skills that support good personal health including role-playing and refusal skills; understand the relationship between sexual activity and risk of infection of communicable disease; understand the characteristics of healthy and unhealthy relationships; examine the effects of tobacco, alcohol, and drug use and the consequences to one's self, family, and society; evaluate high-risk situations and personal safety precautions; demonstrate first aid procedures and identify emergency resources.

## **Health and Safety – 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Grade:**

This course is designed to fit into a rotation arrangement to allow all students at their grade level an opportunity to participate in a health class.

## **Physical Education – 6<sup>th</sup> Grade:**

Physical education plays a major role in the overall education of students. The skills learned prepare children physically and help develop skills that prepare them for success in the classroom. As children grow and increase their physical abilities, they learn how to participate in activities within groups, and they should develop an interest in both team and individual sports. Students will: demonstrate basic skills needed to participate in a variety of team and individual sports and games; describe common rule infractions within these sports and games; demonstrate good sportsmanship and teamwork; participate in movement and exercises to improve physical fitness; participate in an individual fitness assessment and create a plan to improve areas of weakness; achieve and maintain a health-enhancing level of physical fitness; develop a life-long awareness of a physically active lifestyle.

This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.

## **Physical Education – 7<sup>th</sup> Grade:**

Physical education plays a major role in the overall education of children. Students continue to increase their physical abilities. They develop personal skills as they participate in team and group sports/games while increasing their knowledge and skill in lifetime activities. Students will: demonstrate a greater proficiency in skills needed to participate in team and individual sports and games; demonstrate knowledge of the rules and explain strategies for various sports and games; continue to demonstrate good sportsmanship and be helpful to classmates; demonstrate movement and exercises that improve physical fitness; increase knowledge and skills for lifetime activities; achieve and maintain a health-enhancing level of physical fitness; develop a life-long awareness of a physically active lifestyle.

This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.

### **Physical Education – 8<sup>th</sup> Grade:**

Physical education plays a major role in the overall education of children. The skills learned in physical education develop children physically and provide skills for success in the classroom. Students continue to develop physical skills in both individual and team sports and physical fitness activities. Students will: develop advanced strategies for competitive and non-competitive games and activities; understand the difference between competitive sports and lifetime activities; observe and explain the characteristics of advanced skills in sports and games; demonstrate good sportsmanship and communication skills; participate in the assessment of physical fitness and create a plan to improve weak areas; achieve and maintain a health-enhancing level of physical fitness; develop a lifelong awareness of a physically active lifestyle.

This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.

### **Science:**

#### **Science – 6<sup>th</sup> Grade:**

6<sup>th</sup> Grade Science is an inquiry-based science class integrating science and engineering practices while exploring the cross-cutting concepts of life, earth, and physical sciences. The major themes include interactions, energy and dynamics of ecosystems, biological change, earth system and earth human activities, and energy including the various forms.

#### **Honors Science – 6<sup>th</sup> Grade:**

Students will use higher-level thinking skills in this accelerated 6th grade science course. Students will experience complex problem solving, analysis, inquiry, and reasoning in this course. Students chosen for this challenging course have scored well above grade level on the TN Ready achievement scores.

#### **Science – 7<sup>th</sup> Grade:**

This course is an inquiry-based science class integrating science and engineering practices while exploring the cross-cutting concepts of life, earth, and physical sciences. The major themes are molecules to organisms, interactions, energy and dynamics of ecosystems, heredity, biological unity and diversity, matter and its interactions, and engineering, technology, and society.

#### **Honors Science – 7<sup>th</sup> Grade:**

Students will use higher-level thinking skills in this accelerated 7th grade science course. Students will experience complex problem solving, analysis, inquiry, and reasoning in this course. Students chosen for this challenging course have scored well above grade level on the TN Ready achievement scores.

#### **Science – 8<sup>th</sup> Grade:**

This course is an inquiry-based science integrating science and engineering practices while exploring the cross-cutting concepts of life, earth, and physical sciences. The major themes are forces and their interactions,



waves, and their applications in technologies for information transfer, biological change, earth systems and human activity, engineering and design.

### **Honors Science – 8<sup>th</sup> Grade:**

Students will use higher-level thinking skills in this accelerated 8th grade science course. Students will experience complex problem solving, analysis, inquiry, and reasoning in this course. Students chosen for this challenging course have scored well above grade level on the TN Ready achievement scores.

### **Honors Physical Science:**

This course provides a physical science high school credit while a student is still enrolled in middle school. This is an accelerated course that will cover several of the earth and space science eighth grade standards along with the high school standards. This course moves at an accelerated pace. 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. Students in this class are required to take the high school Physical Science system End of Course Exam. (Current enrollment in Algebra I; Prerequisites: Combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits). This is a high school equivalent course. The grade is reflected on the high school transcript and calculated in a student's high school GPA. Three more science credits must be taken in high school.

### **Social Studies:**

Instruction in middle school honors social studies courses will substantially exceed the content standards, learning expectations, social studies practices, and reflect the shared principles of learning, including close observation and analysis, higher-order questioning, evidence-based writing, and academic conversations.

### **World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire – 6<sup>th</sup> Grade:**

Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions to not promote any religion. Major world religions are introduced in either 6th or 7th grade. This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.

### **Honors World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire – 6<sup>th</sup> Grade:**

Sixth grade honors students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political

foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions to not promote any religion. Major world religions are introduced in either 6th or 7th grade. This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.

### **World History and Geography: The Middle Ages to the Exploration of the Americas – 7<sup>th</sup> Grade:**

Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

### **Honors World History and Geography: The Middle Ages to the Exploration of the Americas – 7<sup>th</sup> Grade:**

Seventh grade honors students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

### **United States History and Geography: Colonization of North America to Reconstruction – 8<sup>th</sup> Grade:**

Eighth grade students will study the European settlement of North America and the role geographic features played in the early settlement of the Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the United States, including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals

and events that were significant during the war, and the resulting era of Reconstruction. This course will place Tennessee history, government, and geography in context with United States history to illustrate the role our state has played in American history. This course is the first of a two-year survey of United States history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts for students to build an understanding of the history of the United States. Appropriate primary sources have been embedded in the standards to enhance students' understanding of the content. 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.

### **Honors United States History and Geography: Colonization of North America to Reconstruction – 8<sup>th</sup> Grade:**

Eighth grade honors students will study the European settlement of North America and the role geographic features played in the early settlement of the Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the United States, including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals and events that were significant during the war, and the resulting era of Reconstruction. This course will place Tennessee history, government, and geography in context with United States history to illustrate the role our state has played in American history. This course is the first of a two-year survey of United States history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts for students to build an understanding of the history of the United States. Appropriate primary sources have been embedded in the standards to enhance students' understanding of the content. 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.

### **\*World Geography:**

World Geography, different from World History and Geography, is a high school elective course ONLY and does not satisfy the World History and Geography graduation requirement. 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.

\*Note: This course may be offered for one high school credit in 8th grade.

### **World Language:**

Each Level I World Language is a year-long high school credit-bearing course for 8<sup>th</sup> grade students. High school credit bearing courses require an end of course (EOC) assessment which in World Language is an Integrated Performance Assessment (IPA). Students must earn two sequential credits in the same language to

meet graduation requirements. Therefore, students who successfully complete Level 1 of a World Language in middle school should enroll in Level 2 of the same language upon entering high school. Students enrolled in a world language in 8th grade are encouraged to apply for the Middle School Pathway Award from the Volunteer State Seal of Biliteracy. To receive the Middle School Pathway Award, 8th grade students must meet eligibility requirements in ELA and a world language and earn a qualifying score on a 250–500-word essay about biliteracy. Approximately half of new job postings request applicants possess biliteracy skills. Therefore, the World Language department highly recommends any student planning to enter a career or attend a four-year college or university continue world language study through level 3 and beyond. For this reason, students should begin World Language in grade 8, or earlier, when possible.

Generic course descriptions for alphabetic modern languages French, German, Russian, and Spanish appear below. Due to differences in course progressions for logographic modern languages such as Chinese, and classical languages such as Latin, descriptions for these courses are listed separately. For Honors courses, only additional expectations are highlighted in the course description.

Modern languages are living languages currently utilized in everyday communication by native speakers. They include alphabetic languages such as French and German, as well as logographic languages such as Chinese. Students of world languages will be able to communicate through interpretive, interpersonal, and presentational modes of communication. In addition, students gain cultural and intercultural competencies through thoughtful examination of cultural products, practices, and perspectives of the target culture and one's own culture. The Tennessee World Language Standards (2017) and American Council on the Teaching of Foreign Languages (ACTFL) recommend instruction in a modern language occur in the target language at least 90% of the time; therefore, instruction in high school credit-bearing modern language classes occur mostly in the target language.

### **Alphabetic Languages:**

#### **Level 1: French, German, Russian, Spanish:**

The curriculum for French I, German I and Spanish I is the same as the high school Level 1 course. The instructional focus is on communication. Students in Level 1 perform at Novice High proficiency in the three modes of communication. Students demonstrate cultural and intercultural competency in the Novice range.

#### **Level 1 Honors: French, German, Russian, Spanish:**

Teacher recommendation required. Students enrolled in a Level 1 Honors alphabetic modern language class for high school credit perform at a higher proficiency: Intermediate Low in the three modes of communication. Students begin demonstrating Intermediate Range cultural and intercultural competency. Enrolling in a Level 1 Honors world language class is the first step toward future success in advanced world language courses and pursuing the Seal of Biliteracy.

### **Logographic Languages:**

#### **Level 1 Chinese:**

The curriculum is the same as the high school Level 1 course. The instructional focus is on communication. Students in Level 1 perform at Novice Mid proficiency in the three modes of communication. Students demonstrate cultural and intercultural competency in the Novice range.

### **Level 1 Honors Chinese:**

Teacher recommendation required. In addition to Level 1 requirements, more emphasis is placed on character recognition and spontaneous responses rather than prepared responses. Enrolling in a Level 1 Honors world language class is the first step toward future success in advanced world language courses and pursuing the Seal of Biliteracy.

### **Classical Languages:**

Classical languages are ancient languages which influenced civilization over an extended period of history. The enduring influence of a classical language on cultural traditions usually produces a large collection of texts. Classical languages provide insight into modern languages and cultures. The instructional focus for a classical language course is on the interpretive mode of communication. However, students also develop presentational speaking and interpretive listening proficiency during study.

### **Level 1 Latin:**

Students will perform at the Novice High proficiency level in interpretive reading. Students will perform at the Novice Mid proficiency level in interpretive listening and in presentational writing. Students will communicate at a Novice Low proficiency in presentational speaking. In addition, students will demonstrate cultural and intercultural competency in the Novice range.

### **Level 1 Honors Latin:**

Teacher recommendation required. In addition to Level 1 requirements students in Level 1 Honors classical language will perform at the Novice High proficiency level in interpretive listening and in presentational writing. Students will communicate at a Novice Mid proficiency in presentational speaking. Students will develop comprehensive analysis and critical thinking skills and use those skills to explore texts. Enrolling in a Level 1 Honors world language class is the first step toward future success in advanced world language courses and pursuing the Seal of Biliteracy.

### **Exploratory World Language Classes:**

#### **Exploratory Language Classes - Grades 6-8: Chinese, French, German, Latin, Russian, Spanish:**

Exploratory language classes lay the foundation for future interest in proficiency-based language study. Exploratory classes teach students about culture and introduce basic communication skills in a language. Students learn about target language communities, history, and culture. There is no credit awarded for exploratory world language classes.

### **Specialized Education:**

#### **Intervention – Grades 6-8:**

Intervention courses are designed for students with a qualifying disability as documented in the IEP. Interventions may include skill-based instruction in reading, math, prevocational, study, and/or social/emotional skills.

### **ELA Comprehensive Program – Grades 6-8:**

The ELA Comprehensive Program is designed for students with more severe disabilities who require a replacement of ELA content instruction. This course should be aligned to grade level/content area standards. The student must take the general education end-of-year assessment. Students who participate in the alternative assessment must be scheduled into the alternate assessment courses.

### **Mathematics Comprehensive Program – Grades 6-8:**

The Mathematics Comprehensive Program is designed for students with more severe disabilities who require a replacement of mathematics content instruction. This course should be aligned to grade level/content area standards. The student must take the general education end-of-year assessment. Students who participate in the alternative assessment must be scheduled into the alternate assessment courses.

### **Science Comprehensive Program – Grades 6-8:**

The Science Comprehensive Program is designed for students with more severe disabilities who require a replacement of science content instruction. This course should be aligned to grade level/content area standards. The student must take the general education end-of-year assessment. Students who participate in the alternative assessment must be scheduled into the alternate assessment courses.

### **Social Studies Comprehensive Program – Grades 6-8:**

The Social Studies Comprehensive Program is designed for students with more severe disabilities who require a replacement of social studies content instruction. This course should be aligned to grade level/content area standards. The student must take the general education end-of-year assessment. Students who participate in the alternative assessment must be scheduled into the alternate assessment courses.

### **Alternate Academic Standards; ELA, Mathematics, Science & Social Studies – Grades 6-8:**

Only students with IEPs who are identified as taking the alternate assessment will be scheduled in these courses.

### **Peer Tutoring:**

This course is designed for students who desire to give academic and social support to fellow students with a disability. Students may earn multiple elective credits in this course. Application with teacher recommendation and approval from school counselor and administrator is required.

# **HIGH SCHOOL COURSE DESCRIPTIONS**

## **Career and Technical Education:**

**I-341**, Revised 7/22

The state of Tennessee Department of Education provides a complete CTE program of study document annually with periodic updates throughout the year. This document outlines the state's approved CTE programs of study within the 16 nationally recognized career clusters. Included in the document for each program of study are the approved course sequences, aligned alternative academic courses (AP, AICE, etc.), and available state-approved industry credentials.

Courses that are aligned to state-approved National Industry Credentials are labeled as "NIC" courses. Students who participate in CTE courses with the "NIC" label may be eligible for additional quality points and final-grade percentage points based upon the Knox County Board of Education's Uniform Grading Policy.

## **Advanced Manufacturing:**

### **Principles of Manufacturing (NIC):**

*Principles of Manufacturing is the Level 1 Course for all programs of study within the Advanced Manufacturing Career Cluster. (Other courses available in the Advanced Manufacturing cluster follow this description.)* Designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Machining Technology, Industrial Maintenance Technology, Mechatronics, and Welding. To gain a holistic view of the advanced manufacturing industry, students will complete all core standards, as well as standards in two focus areas. Throughout the course, students will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting. Course content covers basic quality principles and processes, blueprints and schematics, and systems. Upon completion of this course, proficient students will advance from this course with a nuanced understanding of how manufacturing combines design and engineering, materials science, process technology, and quality. Upon completion of the Principles of Manufacturing course, students will be prepared to make an informed decision regarding which Advanced Manufacturing program of study to pursue. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s)/corequisites: Algebra I and Physical Science strongly recommended.

*Credit 1- Grade 9*

*Note: Dual Credit by Industry Credential opportunity with PSCC*

## **Welding:**

### **Welding I:**

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

Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s) Principles of Manufacturing.

*Credit 1 - Grade Level 10*

### **Welding II (NIC):**

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

*Credit: 2 - Grade Level 11 – 12*

### **Capstone Course for Multiple Advanced Manufacturing Programs Manufacturing Practicum:**

Manufacturing Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Advanced Manufacturing courses within a professional, working environment. While continuing to add to their technical skill sets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students will be able to work in teams to plan the production of a sophisticated product; develop troubleshooting and problem-solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career and postsecondary opportunities. For all projects undertaken in this course, students are expected to follow the focus area in their chosen program of study (Machining Technology, Electromechanical Technology, Mechatronics, or Welding), while also refining skills previously acquired to achieve deeper levels of mastery. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in their chosen focus area. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Minimum of two credits in an Advanced Manufacturing program of study.

*Credits 1 - Grade Level 11-12*

### **Agriculture, Food & Natural Resources:**

#### **Agriscience:**

*Agriscience is the Level 1 Course for all programs of study within the Agriculture, Food, & Natural Resources Career Cluster. (Other courses available in the Advanced Manufacturing cluster follow this description.)* This is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology plays in the twenty-first century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework. Standards in this course are aligned with Tennessee State Standards for English Language Arts &



Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee state standards in Anatomy and Physiology, Biology I, Biology II, Chemistry I, Chemistry II, Environmental Science, Physical Science, Physics, and Physical World Concepts, as well as the National Agriculture, Food, & Natural Resources Career Cluster Content Standards. This course counts as a lab science credit toward graduation requirements.

*Credit: 1 - Grade Level 9*

### **Veterinary and Animal Science:**

#### **Small Animal Science Technologies:**

Small Animal Science is an intermediate course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of small animals, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for more advanced coursework in veterinary and animal science. Prerequisite(s) Agriscience. *Credit: 1 - Grade Level 10*

#### **Large Animal Science Technologies:**

Large Animal Science is an applied course in veterinary and animal science for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of large animals, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for success in the level-four *Veterinary Science* course and further postsecondary training. Prerequisite(s) Small Animal Science.

*Credit: 1 - Grade Level 11*

*Note: Dual Credit Course opportunity with MTSU*

#### **Veterinary Science Technologies (NIC):**

Veterinary Science is an advanced course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers principles of health and disease, basic animal care and nursing, clinical and laboratory procedures, and additional industry-related career and leadership knowledge and skills. Upon completion of this course, students will be able to pursue advanced study of veterinary science at a postsecondary institution. Prerequisite(s) Large Animal Science.

*Credit: 1 - Grade Level 12*

### **Agribusiness:**

#### **Principles of Agribusiness:**

Principles of Agribusiness teaches students to apply the economic and business principles involved in the sale and supply of agricultural products to a wide range of careers across the industry and builds foundational knowledge of finance and marketing principles. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Agribusiness program of study. Standards in this course are aligned with Tennessee English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics, as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards. Prerequisite(s) Agriscience. *Credit: 1 - Grade Level 10*

### **Organizational Leadership and Communications (NIC):**

Organizational Leadership and Communications is an applied-knowledge course for students interested in learning more about the attributes and skills of successful leaders in the agriculture industry. This course covers organizational behavior, communication, management, and leadership topics. Students participate in activities that will assist them in the development of communication and interpersonal skills transferable to any agribusiness application. Upon completion of this course, proficient students will be prepared for the level-four Agricultural Business and Finance course and advanced study at a postsecondary institution. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards. Prerequisite(s) Principles of Agri-Business.

*Credit: 1 - Grade Level 11*

### **Agricultural Business & Finance:**

Agriculture Business & Finance is an applied course that addresses the economic and business principles necessary to operate a successful agribusiness. The course covers a wide range of topics in business, finance, economics, and management. Upon completion of this course, proficient students will have learned to apply the principles drawn from these topics toward activities that support their own business aspirations in the agriculture industry. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and National Agriculture, Food and Natural Resources Career Cluster Content Standards. Agricultural Business and Finance is a dual credit course with statewide articulation. Prerequisite(s) Organizational Leadership and Communications.

*Credit: 1 - Grade Level 12*

### **Statewide Dual Credit Introduction to Agribusiness (AGRI 1010)**

Statewide Dual Credit Introduction to Agribusiness course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Introduction to Agribusiness course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

*Credit: 1 - Grade 12*

### **Horticulture Science:**

#### **Principles of Plant Science & Hydroculture:**

Principles of Plant Science & Hydroculture focuses on essential knowledge and skills related to the science of plant growth. This course covers principles of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics. Upon completion of this course, proficient students will be prepared for more advanced coursework in horticulture science. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State

Standards in Mathematics, Tennessee state standards for Biology I, Biology II, Ecology, and Environmental Science, and National Agriculture, Food, & Natural Resources Career Cluster Content Standards.

Prerequisite(s) Agriscience.

*Credit: 1 - Grade Level 10*

### **Greenhouse Management (NIC):**

Greenhouse Management is an applied-knowledge course designed to prepare students to manage greenhouse operations. This course covers principles of greenhouse structures, plant health and growth, growing media, greenhouse crop selection and propagation, and management techniques. Upon completion of this course, proficient students will be equipped with the technical knowledge and skills needed to prepare for further education and careers in horticulture production. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee state standards for Biology I and Biology II, as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards. Prerequisite(s) 6119 Principles of Plant Science & Hydroculture.

*Credit: 1 - Grade Level 11*

### **Statewide Dual Credit Introduction to Plant Science (AGRI 1030):**

Statewide Dual Credit Introduction to Plant Science course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Introduction to Plant Science course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

*Credit: 1 - Grade Level 11*

### **Landscaping and Turf Science (NIC):**

Landscaping and Turf Science is an applied course designed to provide challenging academic standards and relevant technical knowledge and skills needed for further education and careers in landscape design, maintenance, and turf management. Content includes site analysis and planning, principles of design, and plant selection and care techniques. Upon completion of this course, proficient students will be prepared to pursue advanced study of landscaping and turf science at a postsecondary institution. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Mathematics, and Tennessee state standards for Biology II, as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards. Prerequisite(s) Greenhouse Management.

*Credit: 1 - Grade Level 12*

### **Environmental and Natural Resource Management:**

#### **Applied Environmental Science:**

Applied Environmental Science focuses on the knowledge, information, and skills related to the fundamental science and management of ecosystems as well as careers, leadership, and history of the industry. This course

covers principles of environmental impacts, energy consumption, and ecosystem management. Upon completion of this course, proficient students will be prepared for advanced coursework in the Environmental and Natural Resources program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee Biology I, Tennessee Biology II, Tennessee Ecology, and Tennessee Environmental Science, as well as National Agriculture, Food and Natural Resources Career Cluster Content Standards. Prerequisite(s) Agriscience.

*Credit: 1 - Grade Level 10*

### **Plant & Soil Science:**

Plant & Soil Science is an applied-knowledge course focusing on the science and management of plants and soils, with special attention given to current agricultural practices that support the healthy and sustainable cultivation of major crops. Upon completion of this course, proficient students will have been exposed to a range of careers associated with the science and management of plants and soils and will have developed the essential skills and knowledge to be successful in science- or agriculture-related occupations. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee state standards in Biology I, Biology II, Ecology, and Environmental Science, as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards. Prerequisite(s) Applied Environmental.

*Credit: 1 - Grade Level 11*

### **Natural Resource Management:**

Natural Resource Management is an applied course for students interested in learning more about becoming good stewards of our environment and natural resources. This course covers major types of natural resources and their management, public policy, and the role of public education in managing resources, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for further study and careers as an environmental scientist, conservationist, forester, or wildlife manager. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, as well as National Agriculture, Food and Natural Resources Career Cluster Content Standards. Prerequisite(s) Plant & Soil Science.

*Credit: 1 - Grade Level 12*

### **Applicable to multiple programs within agriculture, food, & natural resources:**

#### **Unmanned Aircraft Systems in Agriculture:**

The Unmanned Aircraft Systems (UAS) in Agriculture course is an advanced course in Agriculture, Food, and Natural Resources career cluster intended to meet the needs of specific applications of advanced UAS precision technologies specific to the agriculture, food, and natural resources industry. Students will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) remote Pilot Certification (Part 107) (less than 55 pounds) exam for the commercial drone pilots for small Unmanned Aircraft Systems (sUAS) and develop specific knowledge and skills associated with specific sUAS technologies, platforms, and precision attachments to monitor, map and provide data to make agricultural management and production recommendations. Prerequisite: Any Level 2 course in an aligned AFNR program of study

*Credit: 1 - Grade Level 12*

### **Foundational Supervised Agricultural Experience:**

Supervised Agricultural Experience is a structured experiential learning opportunity that takes place in a setting outside of regular school hours. Individual LEAs can choose whether to offer credit, provided participating students demonstrate mastery of the standards outlined below. SAEs allow students to experience the diversity of agriculture and natural resources industries and to gain exposure to agricultural-related career pathways.

*Credit: .5 each year up to a maximum of 1 credit per student - Grade Level 9 – 10*

### **Capstone Supervised Agricultural Experience:**

Supervised Agricultural Experience is a structured experiential learning opportunity that takes place in a setting outside of regular school hours. Individual LEAs can choose whether to offer credit, provided participating students demonstrate mastery of the standards outlined below. SAEs allow students to experience the diversity of agriculture and natural resources industries and to gain exposure to agricultural-related career pathways. SAEs require a documented formal project scope, accurate recordkeeping, and student advisor supervision.

*Credit: .5 each year up to a maximum of 1 credit per student - Grade Level 11-12*

### **Architecture & Construction:**

#### **Fundamentals of Construction (NIC):**

*Fundamentals of Construction is the Level 1 Course for all programs of study within the Architecture & Construction Career Cluster. (Other courses available in the Architecture & Construction cluster follow this description.)* This course is a foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an overview of the construction industry and an introduction to building systems and materials. Students will begin compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in their selected program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and the National Center for Construction Education and Research (NCCER) Curriculum.

*Credit: 1 - Grade Level 9*

#### **Structural Systems:**

##### **Structural Systems I (NIC):**

Structural Systems I prepares students for careers in residential and commercial carpentry. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in framing buildings. Students will be able to frame floors, walls, ceilings, roofs, and stairs while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for

inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee Physical Science Standards, Tennessee Physics Standards, and the National Center for Construction Education and Research (NCCER) Curriculum. Prerequisite(s) Fundamentals of Construction.

*Credit: 1 Grade Level 10*

### **Structural Systems II (NIC):**

Structural Systems II is an advanced-level course that builds on the introductory skills learned in the Fundamentals of Construction and Structural Systems I courses. This course will explore advanced framing, the physics of structural loads, and the coverings and finishes of structural systems. Upon completion of this course, proficient students will be able to install interior and exterior finishing, including roofing, siding, thermal and moisture protection components, drywall, doors, and trim. Throughout the course, students will interpret construction drawings to complete projects, implementing material estimating procedures and safe working practices. Standards in this course also expand on principles of the construction industry and delve deeper into business and project management strategies. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee Physical Science Standards, Tennessee Physics Standards, and the National Center for Construction Education and Research (NCCER) Curriculum. Prerequisite(s) Structural Systems I.

*Credit: 2 - Grade Level 11 – 12*

### **Mechanical, Electrical & Plumbing (MEP) Systems:**

#### **MEP Systems:**

Mechanical, Electrical, & Plumbing Systems prepares students for electrical, plumbing, and HVAC careers by introducing students to the physical principles of these systems and the fundamental skills needed to work with them. Upon completion of this course, proficient students will be able to follow safety procedures and use tools to perform basic operations with electrical circuits, as well as demonstrate understanding in fundamental concepts of electricity theory (i.e., Ohm's Law). Students will be able to apply proper tools and procedures to perform basic operations with plastic piping, including measuring, cutting, and joining pipe. Furthermore, students will be able to apply mathematics concepts to solve HVAC, electrical, and plumbing problems. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Prerequisite(s): Fundamentals of Construction.

*Credit: 1 - Grade Level 10*

### **Electrical Systems (NIC):**

Electrical Systems prepares students for careers as electricians across a variety of residential and commercial environments. Upon completion of this course, proficient students will be able to implement safety procedures and tools to perform operations with device boxes, conduit, raceway systems conductors, and cable. Students will read and interpret the National Electrical Code, drawings, specifications, and diagrams to determine materials and procedures needed to complete a project. Students will calculate residential loads to recommend electrical hardware. Standards in this course also introduce basic troubleshooting procedures and power systems, and expand on principles of the construction industry, delving deeper into business and project

management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee State Standards in Chemistry I, Physics, Physical Science, and Environmental Science, as well as the National Center for Construction Education and Research (NCCER) Curriculum. Prerequisite(s): Fundamentals of Construction and/or MEP Systems.

*Credit: 1 - Grade Level 11 – 12*

### **Heating, Ventilation, & Air Conditioning (HVAC) Systems (NIC):**

HVAC prepares students for careers in residential and commercial heating, ventilation, air conditioning, and refrigeration. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in performing basic operations with HVAC systems, with emphasis on safety, tools, and equipment specific to HVAC. In addition, students will be able to explain the functions and components of heating, cooling, and air distribution systems. They will demonstrate basic techniques to prepare piping and tubing for HVAC systems including performing soldering and brazing. Students will understand proper refrigerant management in preparation for EPA Section 608 Technician Certification. They will read and interpret drawings, specifications, and diagrams to determine materials needed to complete an HVAC project. Standards in this course also introduce basic troubleshooting and maintenance procedures and alternate power systems, and expand on principles of the construction industry, delving deeper into business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Prerequisite(s): Fundamentals of Construction and/or MEP Systems.

*Credit: 1 - Grade Level 11 – 12*

### **Plumbing Systems (NIC):**

Plumbing Systems prepares students for careers in plumbing across a variety of residential and commercial settings. Upon completion of this course, proficient students will be able to implement safety procedures and tools to perform operations with plumbing systems. Students will be able to explain how drain, waste, and vent (DWV) systems, water distribution systems, and plumbing fixtures work and apply proper tools and procedures to perform operations with plumbing piping, including measuring, cutting, joining, supporting, and hanging various types of pipe. Students will read and interpret drawings, specifications, and diagrams to determine materials needed to complete a plumbing project. Standards in this course also introduce basic maintenance and troubleshooting procedures and expand on principles of the construction industry, delving deeper into business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee State Standards in Chemistry I, Physics, Physical Science, and Environmental Science, as well as the National Center for Construction Education and Research (NCCER) Curriculum. Prerequisite(s): Prerequisite(s): Fundamentals of Construction and/or MEP Systems.

*Credit: 1 - Grade Level 11 – 12*

### **Construction Practicum:**

Construction Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Architecture & Construction courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by tradesmen and contractors in the workplace, students learn to refine their skills in problem solving,

communication, teamwork, and project management in the completion of a course-long project. Due to the importance of on-the-job training in the construction industry, a principle aim of the practicum is to assist students with placements where on-the-job training occurs, if available, so they can begin to log hours on a worksite and gain experience prior to entering the job market, such as in pre-apprenticeships. Additionally, students are exposed to the great range of postsecondary opportunities in today's construction fields as well, in order to prepare them to make an informed decision regarding their post-high school plans. Prerequisite(s): Minimum of 2 credits in an Architecture & Construction program of study.

*Credit: 1 - Grade Level 12*

## **Residential Commercial Construction:**

### **Residential Commercial Construction 1:**

Residential & Commercial Construction I is the second course in the Residential & Commercial Construction program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the earlier phases of building construction, including site layout, foundation systems, concrete, framing systems, and electrical systems. Students will be able to perform concrete work; frame walls, ceilings, and floors of a structure; and install proper wiring while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

*Credit: 1 - Grade Level 10*

### **Residential Commercial Construction 2 (NIC):**

Residential & Commercial Construction II is the third course in the Residential & Commercial Construction program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the later phases of building construction including roofing systems, exterior finishing, stair framing systems, masonry systems, and plumbing systems. Students will be able to perform masonry work; frame roofs; install shingles on roofs; apply exterior finishes; and install proper piping for plumbing systems while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an introduction to heating, ventilation, and air conditioning systems, principles of the construction industry, and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

*Credit: 1-2 - Grade Level 11*

## **Architectural & Engineering Design:**

### **Architectural & Engineering Design I:**

Architectural & Engineering Design I is a foundational course in the Architecture & Construction cluster for students interested in a variety of engineering and design professions. Upon completion of this course, proficient students will be able to create technical drawings of increasing complexity and utilize these skills to complete the design process and communicate project outcomes. Students will build foundational skills in



freehand sketching, fundamental technical drawing, and related measurement and math. Standards in this course also include career exploration within the technical design industry, as well as an overview of the history and impact of architecture and engineering. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. *Credit: 1 - Grade Level 9*

### **Architectural & Engineering Design II:**

Architectural & Engineering Design II is the second course of the Architectural & Engineering Design program of study. Students in this course build their skills in developing and presenting design ideas using technical drawing and modeling techniques and apply the design process to solve design problems. Upon completion of this course, proficient students will be able to use computer-aided drafting (CAD) software to create multi-view, sectional view, auxiliary view, and three-dimensional drawings using industry standard dimensioning and notation. Students will connect drawings with actual physical layouts by building models based on drawings, creating drawings based on objects and other physical layouts, and using software to create basic three-dimensional models. In addition, students will continue compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Architectural & Engineering Design I.

*Credit: 1 - Grade Level 10*

### **Architectural & Engineering Design III (NIC):**

Architectural & Engineering Design III is the third course of the Architectural & Engineering Design program of study. In this advanced course, students will apply technical drawing and design skills developed in the previous courses to specific architectural and mechanical design projects and contexts. In the process, students will expand their problem-solving and critical-thinking skills by assessing the requirements of a project alongside the available resources to accomplish realistic planning. Upon completion of this course, proficient students will be able to employ methods of data collection and analysis to provide others with appropriate information for projects and to develop their own designs. Students will also be able to engage with industry-specific technology to create visual representations of project outcomes. In addition, students will continue compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Architectural & Engineering Design II.

*Credit: 1 - Grade Level 11*

### **Engineering Practicum:**

Engineering Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of the practicum, students will be prepared for postsecondary study in

engineering and technology fields. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Note: Mastery of the following standards should be attained while completing an engineering design project in a practicum setting. Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for the project throughout the course. The project should follow the engineering design process learned in previous courses. Prerequisite(s): Architectural & Engineering Design III.  
*Credit: 1 – Grade Level 12*

## **Interior Design:**

### **Foundations of Interior Design:**

Foundations of Interior Design is the first course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Standards in this course include career exploration of various options within the interior design industry as well as an overview of the history of architecture and design. Projects will involve individual and team assignments. Upon completion of this course, proficient students will be able to analyze and demonstrate the elements as well as the principles of design and apply these concepts using sketching techniques in the creation of perspective floor plans. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.  
*Credit: 1 - Grade Level 9*

### **Residential Interior Design:**

This is the second course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Students will engage in the development of board presentation techniques for residential spaces using textiles samples and three-dimensional sketches. Upon completion of this course, proficient students will be able to use manual drafting tools and computer-aided drafting software to create original floor plans, perspective drawings, and color renderings. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition. Prerequisite(s): Foundations of Interior Design.  
*Credit: 1 - Grade Level 10*

### **Commercial Interior Design:**

Commercial Interior Design is the third course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Important components in this course include developing an understanding of specifications for commercial design, building technology, building codes, product applications, and product testing research and development. Students will work individually and in teams to make presentations to prospective commercial clients and defend their designs and presentation boards. Upon completion of this course, proficient students will be able to create three-dimensional pictorial representations of objects by way of size, shape, shading, and color using industry-standard software programs. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee state standards for Scientific Research, and National Standards for Family and Consumer Sciences Education, Second Edition. Prerequisite(s): Residential Interior Design.  
*Credit: 1 - Grade Level 11*

## **Advanced Interior Design:**

Advanced Interior Design is an applied-knowledge course intended to prepare students for careers in the interior design industry. This course places special emphasis on an internship opportunity and a hands-on capstone project. Upon completion of this course, proficient students will create a design for a specific space and purpose, either residential or commercial, applying skills and knowledge from previous courses and industry-specific technologies. Prerequisite(s): Commercial Interior Design.

*Credit: 1 - Grade Level 12*

## **Arts, Audio/Visual Technology, and Communication:**

### **Digital Arts & Design I (NIC):**

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

*Credit: 1 - Grade Level 9*

### **Digital Arts & Design II (NIC):**

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

*Credit: 1 - Grade Level 10*

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

Digital Arts & Design III is the third course in the Digital Arts & Design program of study. Applying design skills developed in prior courses, students will expand their creative and critical thinking skills to create comprehensive multimedia projects and three-dimensional designs. Upon completion of this course, proficient students will be able to use industry-standard software to create multimedia projects, web pages, three-dimensional models, and animations. Students will utilize research techniques to plan and enhance project outcomes. Standards in this course also include professionalism and ethics, career exploration, and business and project management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Prerequisite(s): Digital Arts & Design II Teacher cannot teach both options during a one block class.

*Credit: 1 to 2 credits Recommended Credit: If all standards in the course are covered, the course is recommended for two credits. If only one credit is to be offered, two options are recommended. Option A*

*focuses more on multimedia and web applications. Option B is tailored for programs with a specific interest in or capacity for teaching animation. Grade Level 10*

## **Audio/Visual (A/V) Production:**

### **Audio/Visual Production I:**

A/V Production I is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in A/V (audio/visual) production occupations. Upon completion of this course, proficient students will be able to explain and complete the phases of the production process including pre-production, production, and post-production. Students will establish basic skills in operating cameras, basic audio equipment, and other production equipment. Standards in this course include career exploration, an overview of the history and evolution of A/V production, and legal issues affecting A/V production. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

*Credit: 1 - Grade Level 9*

*Note: Dual Credit Course opportunity with PSCC*

### **Audio/Visual Production II**

TA/V Production II is the second course in the A/V Production program of study intended to prepare students for a career in audio/visual production. Building on knowledge acquired in A/V Production I, this course advances technical skill in utilizing industry equipment related to lighting and audio, and it places special emphasis on the research and technical writing involved in planning productions. Upon completion of this course, proficient students will be able to plan, capture, and edit research-based productions of increasing complexity, individually and through collaboration in teams. In addition to more robust career preparation, standards in this course include an investigation of concerns affecting A/V production businesses, such as ethical and legal issues, technology, funding, and the organization of professional roles in various industries. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Prerequisite(s): A/V Production I.

*Credit: 1 - Grade Level 10*

*Note: Dual Credit Course opportunity with PSCC*

### **Audio/Visual Production III:**

A/V Production III is an applied-knowledge course intended to prepare students to pursue careers and postsecondary learning in audio/visual production. Students in this course will apply knowledge and skills from previous courses in the program of study to create productions both independently and in teams, with the option of participating in a work-based learning experience for additional credit. Students will use industry equipment and technology to complete all phases of the production process, including planning, coordinating, capturing, editing, and distributing productions. Standards in this course include policies and regulations, independent and collaborative productions, distribution of media, and the production of live events. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Upon completion of this course, proficient students will be prepared for a career in audio/visual production or to transition to a postsecondary program for further study. Prerequisite(s): A/V Production II.

*Credit: 1 - Grade Level 11 – 12*

*Note: Dual Credit Course opportunity with PSCC*

## **Applied Arts Practicum:**

Applied Arts Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Arts, A/V Technology, & Communications courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by professionals in these careers, students learn to refine their skills in problem solving, research, communication, teamwork, and project management through the completion of a course-long project. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, service learning, and job shadowing. Upon completion of the practicum, proficient students will be prepared to pursue postsecondary study in arts, A/V technology, or communications programs; or seek additional training or employment with the aid of the portfolio, which documents the student's work completed throughout the program of study. Prerequisite(s): Minimum of 2 credits in an Arts, A/V Technology, & Communications program of study.

*Credit: 1 - Grade Level 12*

## **Business Management & Administration:**

### **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.

*Credit: 1 - Grade Level 9 – 10*

### **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.

*Credit: 1 - Grade Level 10 – 11*

### **Accounting I (NIC):**

Accounting I is an essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skill sets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success

and applicable in many different fields. In this course, proficient accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work, such as the GAAP (generally accepted accounting procedures) standards. Upon completion of this course, proficient students will be prepared to apply their accounting skills in more advanced Business and Finance courses, and ultimately pursue postsecondary training. Prerequisite: Introduction to Business and Marketing.

*Credit: 1 - Grade Level 10 – 11*

### **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.

*Credit: 1 - Grade Level 11 – 12*

*Note: Principles of Management CLEP opportunity*

### **Statewide Dual Credit Introduction to Business (BUSN 1305):**

Statewide Dual Credit Introduction to Business course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Introduction to Business course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

*Credit: 1 - Grade Level 11*

### **Business & Entrepreneurship Practicum:**

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

*Credit: 1 - Grade Level 11 - 12*

*Note: Principles of Management CLEP opportunity*

### **Virtual Enterprise International (VEI):**

Virtual Enterprise International is set up as a simulated business environment. The VEI students will be involved in actual on-the-job work experiences, including accounting, personnel administration, management, and marketing. The only difference between the VEI and an actual business is that no material goods are produced or legal tender exchanged. However, services will be provided. Working teams, students will develop and enhance oral and written communication skills through initiative, responsibility, and creativity. The VEI experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. The course will link learning to application and real-life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Laboratory facilities and experiences simulate those found in business and industry. Virtual Enterprise International credit substitutes for the Economics credit provided the teacher of record is certified in Economics. (This course requires a computerized workstation for each student with use of the Internet, word processing, web design and electronic publishing software.)

Prerequisite(s): Business Management or Marketing and Management I: Principles.

*Credit: 1–2 - Grade Level: 11-12*

*Note: Principles of Management CLEP opportunity*

### **Office Management:**

#### **Computer Applications:**

Computer Applications is a foundational course intended to teach students the computing fundamentals and concepts involved in the use of common software applications. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.

*Credit: 1 - Grade Level: 8–12*

#### **Business Communications:**

Business Communications is the Level 2 course for the Business Management, Office Management, and HR Management Programs of Study within the Business Management & Administration Career Cluster. The course description is provided within the Business Management & Administration Career Cluster.

#### **Business Management:**

Business Management can be found in the Business Management, Office Management, and Health Services Administration programs of study. The course description is provided within the Business Management & Administration Career Cluster.

### **Statewide Dual Credit Introduction to Business (BUSN 1305):**

Statewide Dual Credit Introduction to Business course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Introduction to Business course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam ‘cut score’ receive

college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

*Credit: 1 - Grade Level 11*

### **Advanced Computer Applications (NIC):**

Advanced Computer Applications prepares students to continue postsecondary training in business- related programs, provides advanced training for students pursuing a career in administrative and information support, and supports obtaining an industry certification in specific software applications (such as the Microsoft Office Suite). Course content and projects are meant to simulate workplace scenarios and draw on skills related to communications, operations, management, and teamwork to accomplish information management goals. Upon completion of this course, proficient students will be fluent in a variety of information management software applications and will be prepared to sit for the Microsoft Office Specialist (MOS). Prerequisite(s): Computer Applications.

*Credit: 1 - 2 - Grade Level 11 – 12*

*Note: Dual Credit by Industry Credentials (3) opportunities with PSCC*

### **Health Services Administration:**

#### **Introduction to Business and Marketing:**

Introduction to Business and Marketing is a Level 1 course for the Business Management, Health Services Administration, and HR Management programs of study within the Business Management & Administration Career Cluster. The course description is provided within the Business Management & Administration Career Cluster.

#### **Health Science Education:**

Please refer to the Health Science Career Cluster for a course description.

#### **Health Information Technology:**

Health Information Technology is a second-level applied course in the *Health Services Administration* program of study intended to prepare students with an understanding of the changing world of health care information. With the inclusion of electronic medical records, electronic billing, and electronic prescriptions, students in all healthcare professions must increasingly demonstrate competency in health information and health informatics. Upon completion of this course, proficient students will be able to differentiate among the types of health information/informatics, code and manage medical records, retrieve crucial data from health information systems and indexes, and understand the implications for careers in a range of health care fields. Prerequisites: Introduction to Business & Marketing OR Health Science Education.

*Credit: 1 - Grade Level 11-12*

#### **Business Management:**

Business Management can be found in the Business Management, Office Management, and Health Services Administration programs of study. The course description is provided within the Business Management & Administration Career Cluster.



### **Health Services Administration Practicum:**

Health Services Administration Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Health Services Administration courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures or continue their study at the postsecondary level. Prerequisites: Completion of the first three courses in the Health Services Administration program of study.

*Credit: 1 - Grade Level: 11-12*

### **Human Resources Management:**

#### **Introduction to Business and Marketing:**

Introduction to Business and Marketing is a Level 1 course for the Business Management, Health Services Administration, and HR Management programs of study within the Business Management & Administration Career Cluster. The course description is provided within the Business Management & Administration Career Cluster.

#### **Business Communications:**

Business Communications is the Level 2 course for the Business Management, Office Management, and HR Management Programs of Study within the Business Management & Administration Career Cluster. The course description is provided within the Business Management & Administration Career Cluster.

#### **Human Resources Management:**

Human Resources Management focuses on preparing students for employment in the various disciplines of human resources. Proficient students will understand human relations and the impact of proper management of people as a resource in business. Upon completion of this POS, students will be prepared to seek employment or advanced training as a human resources director, training and development specialist, benefits and compensation analyst, payroll and accounting specialist, employee relations manager, talent acquisition director, or many other careers in human resources management. Prerequisites: Introduction to Business & Marketing, Business Communications.

*Credit: 1 - Grade Level: 11-12*

#### **Human Resources Practicum:**

Human Resources Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Human Resources courses within a simulated startup environment or authentic business setting. This course is ideal for students who wish to pursue careers as professionals in the field of human resources. Practicum activities and experiences should take under the supervision of the instructor and in collaboration with a local business partner. The standards in this course

can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to continue their study at the postsecondary level. Prerequisites: Introduction to Business & Marketing, Business Communications, and Human Resources Management.  
*Credit :1 - Grade Level 11–12*

## **Education & Training:**

### **Teaching as a Profession (K-12):**

#### **Introduction to Teaching as a Profession:**

Introduction to Teaching as a Profession is a foundational course in the *Teaching as a Profession* program of study for students interested in learning more about becoming a school counselor, teacher, librarian, or speech- language pathologist. Upon completion of this course, proficient students will gain knowledge in the history of education in the United States, careers in education, and the influence of human development on learning. *Credit: 1 - Grade Level 9*

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

TAP I is an intermediate course for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students will conduct observations of educators at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Upon completion of this course, proficient students will have a fundamental understanding of instructional strategies needed for becoming an educator. Prerequisite(s) Introduction to Teaching as a Profession  
*Credit: 1 - Grade Level 10*

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

TAP II is an applied-knowledge course for students interested in learning more about becoming a teacher, school counselor, librarian, or speech-language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating instruction, and strategies of effective classroom planning. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work, which will carry with them throughout the program of study. Upon completion of this course, proficient students will be prepared to take the capstone TAP III course and further their studies at the postsecondary level. Prerequisite(s): Teaching as a Profession I (TAP I).  
*Credit: 1 - Grade Level 11*

#### **Statewide Dual Credit Introduction to Education:**

Statewide Dual Credit Introduction to Education course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Introduction to Education course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam ‘cut score’ receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores

are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

*Credit: 1 - Grade Levels 11 - 12*

### **Teaching as a Profession (TAP) Practicum:**

Teaching as a Profession (TAP) Practicum is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education and training fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution.

Prerequisite(s): Teaching as a Profession II (TAP II).

*Credit: 1 - Grade Level 12*

### **Early Childhood Careers:**

#### **Early Childhood Education Careers (ECEC) I (NIC):**

ECEC I is a foundational course in the Education and Training career cluster intended to prepare students for careers as childcare providers, nannies, preschool teachers, and more. Course content covers the foundation of childhood development services, careers, provider responsibilities and aptitudes, and fundamentals of child development. Upon completion of this course, students will have created artifacts for inclusion in a course portfolio, which will continue with them throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition.

*Credit: 1 – Grade Level 9*

#### **Early Childhood Education Careers (ECEC) II (NIC):**

ECEC II is an intermediate course for students interested in learning more about becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of curriculum planning, learning, screening, and assessing, special populations, and educational technology. Students will observe educators in action, practice specific skills, and add personal work products to a course portfolio. Upon completion of this course, proficient students will be able to pursue more advanced coursework in the ECEC program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Prerequisite(s): Early Childhood Education Careers I.

*Credit: 1 - Grade Level 10*

#### **Early Childhood Education Careers (ECEC) III:**

An applied-knowledge course for students interested in becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of the learning environment, planning age-appropriate activities, using activities for learning, and developing communication skills. If available, students may participate in a work-based learning component of instruction and add work products to a course portfolio. Upon completion of this course, proficient students will be prepared to participate in the capstone *ECEC IV*

course and/or continue their studies at the postsecondary level. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Prerequisite(s): Early Childhood Education Careers II.

*Credit: 1 - Grade Level 11*

### **Early Childhood Education Careers (ECEC) IV:**

ECEC IV is a capstone course for students who intend to pursue advanced training as an early childhood teacher, nanny, or childcare provider. The course standards cover understanding of the components of professionalism, policies, regulations, and teaching and learning. Students will participate in a work-based learning component of instruction and add work products to a course portfolio. Upon completion of this course, proficient students will be prepared to continue their studies at the postsecondary level. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Prerequisite(s): Early Childhood Education Careers III.

*Credit: 1 - Grade Level 12*

### **Finance:**

#### **Accounting:**

#### **Introduction to Business & 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.

*Credit: 1 - Grade Level 9 – 10*

#### **Accounting I (NIC):**

Accounting I is an essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skill sets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. In this course, proficient accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work, such as the GAAP (generally accepted accounting procedures) standards. Upon completion of this course, proficient students will be prepared to apply their accounting skills in more advanced Business and Finance courses, and ultimately pursue postsecondary training. Prerequisite: Introduction to Business and Marketing.

*Credit: 1 - Grade Level 10 – 11*

### **Accounting II (NIC):**

Accounting II is for students continuing with the accounting program of study. Accounting II is an advanced study of concepts, principles, and techniques used by businesses to maintain electronic and manual financial records. This course expands on content explored in Accounting I to cover the accounting processes of a variety of different firms, including merchandising, manufacturing, and service-oriented businesses. Upon completion of this course, proficient students will gain in-depth knowledge of business accounting procedures and their applications to business operations. Upon completion of this course, students will be prepared for postsecondary study and advanced training in accounting or business. Additionally, completion of this course can lead to a work-based learning (WBL) experience as the program of study capstone. Prerequisite(s): Accounting I.

*Credit: 1 - Grade Level 11 – 12*

*Note: Financial Accounting CLEP opportunity*

### **Banking and Finance:**

Banking & Finance is designed for students continuing with the Banking and Finance program of study to challenge those students with real-world banking and financial situations through a partnership with a local financial institution, this business partnership should provide resources for faculty and students that include but are not limited to mentors, seminars, and hands-on experience with day-to-day banking operations. Upon completion of this course, proficient students will have a strong foundation for continued education in finance and business administration, specializing in occupations that support banking and financial institutions. Prerequisite(s) Accounting I.

*Credit: 1 - Grade Level 11 – 12*

### **Financial Planning:**

Financial Planning is a capstone course in the Accounting or Banking and Finance programs of study intended for students interested in advanced analysis of financial decision-making and wealth management. In this course, students will delve into advanced concepts related to saving, investment, taxation, and retirement planning, and will be responsible for compiling original portfolios of investment and retirement options to present to mock prospective clients. In addition, students will learn to critique the financial consultations of others based on ethical and legal considerations. Upon completion of this course, proficient students will be prepared to pursue advanced study of financial planning, wealth accumulation and management, and market analysis at a postsecondary institution. Prerequisite(s): Accounting I, Accounting II, and Banking and Finance.

*Credit: 1 - Grade Level 11 – 12*

### **Personal Finance:**

Personal Finance is a foundational course designed to inform students how individual choices directly influence occupational goals, future earning potential, and long-term financial well-being. The standards in this course cover decision-making skills related to goal setting, earning potential, budgeting, saving, borrowing, managing risk, and investing. The course helps students meet the growing complexities of personal financial management and consumer decision-making. Upon completion of this course, proficient students will understand how their decisions will impact their future financial well-being. *This is an elective course in the finance career cluster. While required for graduation, it does not count toward concentrator status in a program of study.*

*Credit: 1/2 - Grade Level 9 – 12*

## **Health Science:**

### **Health Science Education:**

*Health Science Education is the Level 1 Course for all programs of study within the Health Science Career Cluster. (Other courses available in the Health Science cluster follow this description.)*

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

*Credit: 1 - Grade Level 9*

### **Diagnostic Services:**

#### **Diagnostic Medicine:**

Diagnostic Medicine is a second or third level course designed to prepare students to pursue careers in the fields of radiology, medical laboratory, optometry, and other patient diagnostic procedures. Upon completion of this course, proficient students will be able to describe new and evolving diagnostic technologies, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study. Prerequisite(s): Health Science Education.

*Credit: 1 - Grade Level 10 – 11*

#### **Anatomy & Physiology:**

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

*Credit: 1-2 - Grade Level 10 – 12*

#### **Cardiovascular Services (NIC):**

Cardiovascular Services is a capstone course and is an applied course in the Diagnostic Services program of study intended to prepare students with an understanding of the roles and responsibilities of those seeking employment in the cardiovascular field of healthcare. Upon completion of this course, proficient students will have a thorough understanding of anatomy and physiology of the heart and be knowledgeable about both invasive and non-invasive cardiovascular procedures. Students will incorporate communication, goal setting, and information collection skills to be successful in the workplace. Students who successfully complete the course and perform the required number of EKGs on live people will be eligible to take the certification

examination as a Certified EKG Technician (CET). Prerequisite(s): Health Science Education and Diagnostic Medicine. *Credit: 1 - Grade Level 11-12*

### **Nursing Services:**

### **Medical Therapeutics:**

Medical Therapeutics is an applied course designed to prepare students to pursue careers in therapeutic services. Upon completion of this course, a proficient student will be able to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments. Prerequisite(s): Health Science Education.

*Credit: 1 - Grade Level 10 – 11*

### **Anatomy & Physiology:**

Anatomy & Physiology is found in multiple programs of study in the Health Sciences Career Cluster. The course description is provided within the Diagnostic Services Cluster.

### **Nursing Education (NIC):**

Nursing Education is a capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course, if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site- based clinical with at least 24 of those hours spent in a long-term care facility, then they are eligible to take the certification examination as a Certified Nursing Assistant (CNA). Students must be at least 16 years old to be enrolled in this course and able to provide their own transportation to and from clinical sites. Standards in this course are aligned with Tennessee Nursing Education Training Program requirements. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. Note: For students to qualify for the nursing assistant certification examination, the training program must be approved at least 30 days before the first day of class by the Tennessee Department of Health Nurse Aide Training program staff. Student to teacher ratio for this course is 15:1. Prerequisite(s): Health Science Education, Medical Therapeutics and Anatomy & Physiology.

*Credit: 1 - 2 - Grade Level 11 – 12*

### **Emergency Services:**

### **Medical Therapeutics:**

Medical Therapeutics is found in multiple programs of study in the Health Sciences Career Cluster. The course description is provided within the Nursing Services cluster.

### **Anatomy & Physiology:**

Anatomy & Physiology is found in multiple programs of study in the Health Sciences Career Cluster. The course description is provided within the Diagnostic Services Cluster.

## **Emergency Medical Services (NIC):**

Emergency Medical Services is a capstone course designed to prepare students to pursue careers in the fields of emergency medicine. Upon completion of this course, proficient students will be able to: identify careers and features of the EMS system; define the importance of workforce safety and wellness; maintain legal and ethical guidelines; correlate anatomy and physiology concepts to the patient with a medical or traumatic injury; and perform EMS skills with a high level of proficiency. If taught with an EMT instructor, students will be given the opportunity to sit for the National Emergency Medical Responder certification.

In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study. Standards in this course are aligned with National Highway Traffic Safety Administration, and National Emergency Medical Services Education Standards. Each standard presumes that the expected knowledge and behaviors are within the scope of practice for that EMS licensure level, as defined by the National EMS Scope of Practice Model. Each competency applies to patients of all ages, unless a specific age group is identified. The standards also presume there is a progression in practice from the Emergency Medical Responder level to the Paramedic level. The descriptors used to illustrate the increasing complexity of knowledge and behaviors through the progression of licensure levels originate, in part, from the National EMS Scope of Practice Model. Note: If this course is taught for EMR (Emergency Medical Responder- First Responder) certification, the program must be approved by the TN Department of Health, Office of Emergency Medical Services. Note: Students enrolled in this course must be 17 years old before the course concludes. Prerequisite(s): Health Science Education, Medical Therapeutics and Anatomy & Physiology.

*Credit: 1 - Grade Level 11 – 12*

*Note: Dual Enrollment course opportunity through Roane State Community College- must be offered this way for students to sit for EMR (Emergency Medical Responder- First Responder) certification.*

## **Therapeutic Services:**

### **Medical Therapeutics:**

Medical Therapeutics is found in multiple programs of study in the Health Sciences Career Cluster. The course description is provided within the Nursing Services cluster.

### **Dental Science (NIC):**

Dental Science is an applied course intended to prepare students with an understanding of the roles and responsibilities of the dental health care professional within the application of dental care. Upon completion of this course, proficient students will be able to differentiate the many careers in dentistry, assess, monitor, evaluate, and report on the dental health of patients/clients and relate this information to overall health, apply appropriate dental terminology, and perform clinical supportive skills. In addition, students will continue to build a health science career portfolio that will follow them throughout their chosen program of study. Prerequisite(s): Health Science Education. Students successfully completing this course may be eligible to sit for the Certified Dental Assistant examination.

*Credit: 1 - Grade Level 11 - 12*



### **Pharmacological Sciences (NIC):**

Pharmacological Sciences is a third-level applied course intended to prepare students with an understanding of the roles and responsibilities of the healthcare worker in a pharmacy setting. This course equips students with the communication, goal- setting, and information-processing skills to be successful in the workplace, in addition to covering key topics in pharmacology, pharmacy law and regulations, sterile and non-sterile compounding, medication safety, quality assurance, and more. Upon completion of this course, proficient students can apply to sit for the Pharmacy Technician Certification Board examination within 30 days prior to high school graduation. Prerequisite(s): Health Science Education.

*Credit: 1 - Grade Level 11 – 12*

### **Nutrition Science and Diet Therapy (NIC):**

Nutrition Science and Diet Therapy is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasis on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Note: The state standards should be implemented throughout the course as well as suggested 30 hours of time spent in the laboratory. Upon successful completion of Nutrition Across the Lifespan and Nutrition Science and Diet Therapy, students are eligible to take the TSIC (Tennessee Specific Industry Certification) for Dietetics and Nutrition examination. Prerequisite(s): Nutrition Across the Lifespan or Health Science Education.

*Credit: 1 - Grade Level 11*

### **Medical Assisting (NIC):**

Medical Assisting is a level 2 or level 3 course designed to prepare students to pursue careers in medical assisting. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a medical assistant. At the conclusion of this course and an appropriate clinical internship, students may sit for the Certified Clinical Medical Assistant (CCMA) exam. Prerequisite(s): Health Science Education.

*Credit: 1 - Grade Level 11-12*

### **Public Health & Epidemiology:**

Public Health and Epidemiology is an applied course for students interested in developing a rich understanding of the ways the government tracks health related issues and how communities experience and treat them. Upon completion of this course, students will be able to use research and data to understand the health and wellness of his/her community, state, region, and nation; relate that knowledge to epidemiology and determinants of health; draw key connections between personal health issues and community health issues; defend emergency allocation of resources and identify professionals who can provide care. Prerequisite(s): Health Science Education.

*Credit: 1 - Grade Level 10*

## **Sport and Human Performance:**

### **Anatomy & Physiology:**

Anatomy & Physiology is found in multiple programs of study in the Health Sciences Career Cluster. The course description is provided within the Diagnostic Services Cluster.

### **Rehabilitation Careers:**

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

*Credit: 1 - Grade Level 10 - 11*

### **Exercise Science (NIC):**

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

*Credit: 1 - Grade Level 11 – 12*

## **Capstone Course for Multiple Health Science Programs:**

### **Clinical Internship (NIC):**

Clinical Internship is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a Prerequisite Health Science course. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. Note: Students must be at least 16 years old to be enrolled in this course and able to provide their own transportation to and from clinical sites. Student to teacher ratio for this course is 15:1 in a clinical setting. Students in this course will complete OSHA 10 and may earn the certification. Prerequisite(s): Diagnostic Medicine, Cardiovascular Services, Medical Therapeutics, Dental Science, Pharmacological Science, Nutrition Science and Diet Therapy, Medical Assisting, Public Health & Epidemiology, Rehabilitation Careers, or Exercise Science.

*Credit: 1 – 4 - Grade Level 11 – 12*

## **Health Science Electives:**

### **Medical Terminology:**

Medical Terminology is a course designed to provide students with the opportunity to develop working knowledge of the language of healthcare professionals. Students will acquire vocabulary-building and problem-solving skills by learning prefixes, suffixes, roots, combining forms, and abbreviations commonly used in medical fields. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Upon completion of this course, proficient students will be able to apply problem-solving skills to the documentation of medical phenomena and will be able to communicate fluently in the language of medicine when working in healthcare settings.

*Credit: 1 - Grade Level 11 – 12*

*Note: Dual Credit course opportunity through Roane State Community College- taught by classroom teacher*

### **Health Information Technology:**

Health Information Technology is a second-level applied course in the Health Services Administration program of study intended to prepare students with an understanding of the changing world of health care information. With the inclusion of electronic medical records, electronic billing, and electronic prescriptions, students in all healthcare professions must increasingly demonstrate competency in health information and health informatics. Upon completion of this course, proficient students will be able to differentiate among the types of health information/informatics, code and manage medical records, retrieve crucial data from health information systems and indexes, and understand the implications for careers in a range of health care fields. Prerequisite(s): Introduction to Business & Marketing or Health Science Education.

*Credit: 1 - Grade Level 10 – 12*

## **Hospitality & Tourism:**

### **Culinary Arts:**

#### **Culinary Arts I:**

Culinary Arts I equip students with the foundational knowledge and skills to pursue careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon completion of this course, proficient students will have knowledge of the components of commercial kitchen safety and sanitation, history of the foodservice industry, careers, nutrition, recipe basics, proper kitchen tools and equipment, and kitchen staples. Throughout the course students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.

*Credit: 1 - Grade Level 9*

#### **Culinary Arts II (NIC):**

Culinary Arts II is an applied-knowledge course to prepare students for careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon completion of this course,

proficient students will understand commercial kitchen safety and sanitation, menu planning, food presentation, purchasing and inventory, preparation skills, cooking principles, and food preparation. Students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Culinary Arts I.

*Credit: 1 - Grade Level 10*

### **Culinary Arts III (NIC):**

Culinary Arts III is an advanced course intended to further equip students with the skills and knowledge needed to pursue a variety of careers in the culinary field. Upon completion of the course, students will be proficient in components of commercial kitchen safety and sanitation, dining room service, food preparation and presentation, bakeshop preparation skills and equipment, and advanced cooking principles. Students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Culinary Arts II.

*Credit: 1 - Grade Level 11*

*Note: Dual Credit by Industry Credential opportunity with PSCC*

### **Culinary Arts IV:**

Culinary Arts IV is the capstone course in the Culinary Arts program of study intended to prepare students for careers such as personal chef, caterer, executive chef, and food and beverage manager. Course content covers the components of commercial kitchen safety and sanitation, food presentation, bakeshop preparation skills, sustainability practices, professionalism, and business opportunities. Upon completion of this course, proficient students will have applied the full range of knowledge and skills acquired in this program of study toward the planning and catering of an event approved by the instructor. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Culinary Arts III.

*Credit: 1 - Grade Level 12*

*Note: Dual Credit by Industry Credential opportunity with PSCC*

### **Hospitality and Tourism Management:**

#### **Hospitality & Tourism Management I:**

Hospitality and Tourism Exploration is a foundational course for students interested in careers within the hospitality industry. The course allows students to explore the career opportunities and fundamental principles that guide the organization and management of hospitality and tourism services. Upon completion of this course, students will be proficient in the foundations of hospitality and tourism, the segments of the industry, business concepts and operations, careers, and customer relations.

*Credit: 1 - Grade Level 9*

### **Hospitality & Tourism Management II:**

Hospitality Marketing builds on the foundations learned in Hospitality & Tourism Exploration and introduces new topics related to the marketing of services in the hospitality industry. Students will develop proficiency in economic awareness, the role of marketing in the industry, the components of a marketing plan, and promotional concepts, all within the context of hospitality businesses. Upon completion of this course, proficient students will be prepared to pursue advanced coursework in the Hospitality & Tourism Management pathway. Prerequisite(s): Hospitality & Tourism Exploration.

*Credit: 1 - Grade Level 10*

### **Hospitality and Tourism Management III:**

Hospitality Management is an applied-knowledge course that allows students to continue to develop sound management skills in preparation for future careers in the hospitality industry. Upon completion of this course, proficient students will have skills in management structures and the roles of managers in hospitality-related businesses, with particular attention on the areas of human relations, accounting, sales, professional communications, and legal/ethical considerations and will be equipped with the knowledge and skills to pursue postsecondary study and future employment in the hospitality industry. Prerequisite(s): Hospitality Marketing.

*Credit: 1 - Grade Level 11 – 12*

### **Event Planning and Management:**

Event Planning and Management is designed to be a project-based, capstone experience in which students research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Upon completion of this course, proficient students will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. The course is highly customizable to meet local needs: partner organizations may be chosen at the discretion of student teams, with the approval of the instructor and appropriate school personnel. Organizations can include local non-profits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities. Prerequisite(s): At least two credits earned in a previous Hospitality & Tourism or Marketing program of study.

*Credit: 1 - Grade Level 11 – 12*

### **Human Services:**

#### **Human Studies:**

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. Human Studies is a Prerequisite to all other Human Services courses.

*Credit: 1 - Grade Level 9*

## **Human and Social Services:**

### **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. Prerequisite(s): Human Studies

*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. Upon successful completion of Lifespan Development and Family Studies courses, students are eligible to take the TSIC (Tennessee Specific Industry Certification) for Human and Social Services examination. Prerequisite(s): Human Studies and Lifespan Development

*Credit: 1 - Grade Level 11*

*Note: Human Growth and Development CLEP opportunity*

### **Dietetics and Nutrition:**

#### **Nutrition Across the Lifespan (NIC):**

Nutrition Across the Lifespan is a course for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursuing a variety of scientific, health, or culinary arts professions. Upon completion of this course, proficient students will understand human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity.

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 Arts & Literacy in Technical Subjects, Tennessee State Standards for Biology I, Chemistry I, Human Anatomy & Physiology (A&P), and Scientific Research, and the National Standards for Family and Consumer Sciences Education, Second Edition. During this course, students will have the opportunity to complete material and take an examination to earn ServSafe Food Handler certification. Prerequisite(s): Human Studies.

*Credit: 1 - Grade Level 10*

*Note: Dual Credit Course opportunity with MTSU*

## **Nutrition Science and Diet Therapy (NIC):**

Nutrition Science and Diet Therapy is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasis on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. 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 to Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Mathematics, and Tennessee Biology I, Chemistry I, Human Anatomy & Physiology (A&P), and Scientific Research standards, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Upon successful completion of Nutrition Across the Lifespan and Nutrition Science and Diet Therapy courses, students will be eligible to sit for the TSIC (Tennessee Specific Industry Certification) for Dietetics and Nutrition examination. Prerequisite(s): Nutrition Across the Lifespan.

*Credit: 1 - Grade Level 11*

## **Capstone Course for Multiple Human Services Programs:**

### **Human Services Practicum:**

Human Services Practicum is a capstone course in the human services cluster that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the human services cluster. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects as well as Tennessee State Standards for Psychology and Sociology. Prerequisite(s): Family Studies or Nutrition Science and Diet Therapy.

*Credit: 1 - Grade Level 12*

## **Cosmetology:**

### **Cosmetology I:**

Cosmetology I is the first level of cosmetology. It prepares students with work-related skills for advancement into the Design Principles of Cosmetology course. Content provides students the opportunity to acquire fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry.

*Credit: 1 - Grade Level 9 - 10*

*Note: Dual Credit Course opportunity with TSB*

## **Cosmetology II:**

Cosmetology II is the second level of cosmetology which prepares students for work-related skills and advancement into the Chemistry of Cosmetology course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee Board of Cosmetology Shampoo examination for a Tennessee Shampoo Technician License. Prerequisite(s): Cosmetology I.

*Credit: 1 – 2 - Grade Level 10 – 11*

*Note: Dual Credit Course opportunity with TSB*

## **Cosmetology III:**

Cosmetology III is an advanced level of cosmetology. It prepares students to perform work-related services using chemicals in the cosmetology industry. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. Students completing this portion of the course of cosmetology will acquire the necessary hours to transfer to a post-secondary course of study to complete the hours needed to be eligible to take the Tennessee State Board of Cosmetology examination for the Tennessee Cosmetology License. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee State Board of Cosmetology Shampooing examination for a Shampoo Technician License. Prerequisite(s): Cosmetology I and Cosmetology II.

*Credit: 1 - 2 - Grade Level 11 – 12*

*Note: Dual Credit Course opportunity with TSB*

## **Cosmetology IV (NIC):**

Cosmetology IV is a capstone course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding and practical skills in efficient and safe work practices, career and business analysis, advanced hair techniques and chemical services, and state board theoretical and practical application. Proficient students will have applied the full range of knowledge and skills acquired in this program of study toward experiences in practical applications of cosmetology practices as approved by the instructor. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to obtain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Prerequisite(s): Cosmetology I, Cosmetology II, and Cosmetology III.

*Credit: 1 - 2 - Grade Level 11 – 12*

*Note: Dual Credit Course opportunity with TSB*

## **Information Technology:**

### **Computer Science Foundations (NIC):**

*Computer Science Foundations is the Level 1 Course for all programs of study within the Information Technology Career Cluster. (Other courses available in the Information Technology cluster follow this description.)* It is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, Web Design, and Cybersecurity. As a result,



students will complete all core standards, as well as standards in two of four focus areas. Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

*Credit: 1 - Grade Level 9*

## **Coding:**

### **Coding I:**

Coding I is a course intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multi-step procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution. Standards in this course are aligned with the Tennessee State Standards for English Language Arts Standards and Literacy in Technical Subjects and Tennessee State Standards for Mathematics. Prerequisite(s): Algebra I and Computer Science Foundations.

*Credit: 1 - Grade Level 10*

### **Coding II (NIC):**

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

*Credit: 1 - Grade Level 11*

### **Mobile App Development:**

Mobile App Development is a course intended to teach students the basic concepts and skills of mobile app design. The course places an emphasis on the history of mobile technologies, design and development methodologies, code for mobile applications, application life cycles, APIs, mobile device controls, user interfaces, deployment, publishing for mobile devices, developer tools, and career development. Upon completion of this course, proficient students will demonstrate an understanding of mobile app development concepts. Prerequisite(s): Coding I.

*Credit: 1 - Grade Level 11*

## **Coding Practicum:**

Coding Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous *Coding* courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of original software applications. The course is designed to allow students to choose their specific application of interest, be it the development of a mobile application (app), an animation package, a game or other educational tool, or any other approved program that requires coding and development skills. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in programming and software development and will be equipped to market their finished product should they choose. Prerequisite(s): Coding II.

*Credit: 1 - Grade Level 11 – 12*

## **Networking Systems:**

### **Computer Systems (NIC):**

Computer Systems is an intermediate course designed to prepare students with work-related skills and aligned certification in the information technology industry. Content provides students the opportunity to acquire knowledge in both theory and practical applications pertaining to hardware, operating systems, safe mode, command prompt, security, networking, printers, peripheral devices, laptops, mobile devices, troubleshooting, and customer service management. Upon completion of the course, proficient students will have acquired skills and knowledge to install, configure, and maintain computer systems. Students who are proficient in this course will be eligible to pursue the IT industry-standard credential, CompTIA's A+ certification. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects. Prerequisite(s): Algebra I and Computer Science Foundations.

*Credit: 1 - Grade Level 10 – 11*

*Note: Dual Credit by Industry Credential opportunity with PSCC*

### **Networking (NIC):**

Networking is an advanced course designed to emphasize the conceptual and practical skills necessary to design, manage, and diagnose network hardware and software. Upon completion of this course, proficient students will identify types of networks, understand the layers of the open systems interconnection (OSI) model, prevent security risks, and apply troubleshooting theory to the successful execution of networking tasks. Course content covers transmission control protocol, internet protocol, wired and wireless topologies, switching and routing, network hardware, wireless networking, and network operating systems (NOS). Upon completion of this course, proficient students will be prepared to sit for the CompTIA Network+ exam. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Computer Systems and Algebra I.

*Credit: 1 - Grade Level 11 – 12 Note: Dual Credit by Industry Credential opportunity with PSCC*

### **Cabling & Internetworking:**

Cabling & Networking is an advanced course intended to equip students with the conceptual and practical skills necessary to install voice and data network cabling. This course emphasizes industry standards, types of media and cabling, physical and logical networks, and signal transmission. Upon completion of this course, proficient students will have skills in cable termination, reading network design documentation, pulling and

mounting cable, setting up telecommunications rooms, basic cable testing and troubleshooting. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Networking and Algebra I.

*Credit: 1 - Grade Level 12*

### **IT Clinical Internship:**

IT Clinical Internship is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in previous Networking Systems courses. Students are eligible to take the IT Clinical Internship if they have successfully completed all the prerequisites in the Networking Systems program of study. Prospective students must apply for admission to the class (acceptance at the discretion of the instructor). The internships are designed to be completed in an IT Support environment, such as the student's school, a community-based shop that provides IT Support, or the IT Support department of a local business. This course puts to practical use all of the skills attained in previous courses and provides the student with valuable hands-on experience. It meets the recommended 500 hours' work experience to prepare each student to sit for the CompTIA A+ exams, which certifies industry-recognized IT Support technicians. Upon completion of this course, proficient students will be prepared to pursue further training at a Tennessee College of Applied Technology (TCAT) or other postsecondary institution. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects. Prerequisite(s): Two credits in the Networking Systems career cluster.

*Credit: 1 - Grade Level 11 – 12*

### **Web Design:**

#### **Web Design Foundations (NIC):**

Web Design Foundations is a course that prepares students with work-related web design skills for advancement into postsecondary education and industry. The course is intended to develop fundamental skills in both theory and practical application of the basic web design and development process, project management and teamwork, troubleshooting and problem solving, and interpersonal skill development. Laboratory facilities and experiences simulate those found in the web design and development industry; where interaction with a "client" is indicated in the standards, it is expected that students' peers or the instructor may serve as mock clients in lieu of an actual relationship with an industry partner. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Web Design program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.

Prerequisite(s): Computer Science Foundations, Algebra I, & Geometry.

*Credit: 1 - Grade Level 10*

*Note: Dual Credit Course opportunity with PSCC*

#### **Website Development (NIC):**

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

of this course, proficient students will be prepared to pursue a variety of postsecondary programs in the computer sciences, sit for industry certification, or apply their skills in a capstone Web Design Practicum.

Prerequisite(s): Web Design Foundations.

*Credit: 1 - Grade Level 11 – 12*

### **Web Design Practicum:**

Web Design Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Web Design courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the Web Design program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and launch of a website. In addition to developing an understanding of the professional and ethical issues encountered by web design professionals in the workplace, students learn to refine their skills in problem solving, troubleshooting, teamwork, marketing and analytics, and project management. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in web design. Prerequisite(s) Website Development.

*Credit: 1 - Grade Level 11 – 12*

### **Cybersecurity:**

#### **Cybersecurity I (NIC):**

Cybersecurity I is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system. Prerequisite(s): Computer Science Foundations.

*Credit: 1 - Grade Level 10*

#### **Cybersecurity II (NIC):**

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

Prerequisite(s): Cybersecurity I.

*Credit: 1 - Grade Level 11*

#### **Cybersecurity Practicum (NIC):**

Cybersecurity Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Cybersecurity courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of cybersecurity applications. Upon completion of the practicum, proficient

students will be prepared for postsecondary study and career advancement in cybersecurity and will be equipped to market their finished product should they choose. Prerequisite(s): Cybersecurity II.

*Credit: 1 - Grade Level 11 – 12*

## **Law, Public Safety, Corrections & Security:**

### **Criminal Justice and Correctional Services:**

#### **Criminal Justice I:**

Criminal Justice I is the first course of study and serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Upon completion of this course, proficient students will understand the context of local, state, and federal laws, have investigative skills pertaining to basic crime scenes and incident documentation, and understand the importance of communications and professionalism in law enforcement.

*Credit: 1 - Grade Level 9 - 10*

#### **Criminal Justice II:**

Criminal Justice II is the second course of study. Upon completion of this course, proficient students will understand the impact of the Constitution on law enforcement, law enforcement and police procedures, alcohol and beverage laws, sentencing, and the importance of communications and professionalism in law enforcement. Prerequisite(s): Criminal Justice I.

*Credit: 1 - Grade Level 10 - 11*

#### **Statewide Dual Credit Criminal Justice (CRMJ 1010):**

Statewide Dual Credit Criminal Justice course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Criminal Justice course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam ‘cut score’ receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

*Credit: 1 - Grade Level 10 - 11*

#### **Criminal Justice III - Forensic Criminal Investigations:**

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

*Credit: 1 - Grade Level 11-12*

### **Criminal Justice Practicum:**

Criminal Justice Practicum is a capstone course in the Law Enforcement and Correction Services program of study that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the Law Enforcement and Correction Services program of study. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing. Prerequisite(s): Criminal Justice I, Criminal Justice II and Criminal Justice III.  
*Credit: 1 - Grade Level 11-12*

### **Unmanned Aircraft Systems for Criminal Justice (NIC):**

The Unmanned Aircraft Systems (UAS) in Law Enforcement course is an advanced course in Law, Public Safety, Corrections, and Security career cluster intended to meet the needs of specific applications of advanced UAS precision technologies specific to the law enforcement industry. Students will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) remote Pilot Certification (Part 107) (less than 55 pounds) exam for the commercial drone pilots for small Unmanned Aircraft Systems (sUAS) and develop specific knowledge and skills associated with specific sUAS technologies, platforms and precision attachments to monitor, map, and provide data and surveillance in law enforcement situations. Prerequisite(s): Criminal Justice I and Criminal Justice II.  
*Credit: 1 - Grade Level 11-12*

### **Fire Management Services:**

#### **Principles of Fire and Emergency Services:**

Principles of Fire and Emergency Services is the introductory course in the Fire Management Services program of study. Students will be introduced to the challenging work of emergency responders in fire management services by learning regulations, health and safety protocol, communications, and operations. Upon completion of this course, if the teacher is a member of the local volunteer fire department, proficient students who are at least 16 years of age will have met the state requirements (T.C.A. 4-24-112) for minimum training of firefighters. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model.  
*Credit: 1 - Grade Level 9 - 10*

#### **Fire Prevention:**

Fire Prevention, the second course, provides an overview of the fire prevention techniques which are utilized by fire fighter professionals in response to various fire emergencies. Upon completion of this course, proficient students will be able to identify the magnitude of a natural or unnatural disaster and its effects on the many facets of communities as well as conduct hazard identification and learn how to control and prevent fires. This course equips students with the skills and knowledge surrounding a Community Emergency Response Team (CERT) and gives them the ability to apply those skills in mock scenarios. This course teaches skills involving ropes, knots, ground ladders, and hazard response. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model. Prerequisite(s): Principles of Fire and Emergency Services.  
*Credit: 1 - Grade Level 10-11*

### **Fire Science I:**

Fire Science I is the third course in the Fire Management Services program of study. In this course, students will be prepared with technical knowledge and skills related to firefighter safety, fire behavior, building construction guidelines, and the use of firefighting equipment. Upon completion of this course, proficient students will be able to correctly demonstrate skills associated with ropes, ladders, and fire hoses in a non-live fire situation. Standards in this course are aligned with the NFPA Standards. Prerequisite(s): Fire Prevention

*Credit: 1 - Grade Level 11 - 12*

### **Fire Science II:**

Fire Science II is the fourth and final course in the Fire Management Services program of study. Students in this course continue to acquire the skills and knowledge needed to pursue a career as a Firefighter I. Those students who complete this course will be prepared, after graduation, to further their instruction at a training facility. Upon completion of this course, proficient students will be able to correctly demonstrate skills associated with ventilation, water supply, fire hose and fire streams in a non-live fire situation, and safety with hazardous materials. Standards in this course are aligned with NFPA standards. Prerequisite(s): Fire Science I.

*Credit: 1 - Grade Level 12*

### **Pre-Law:**

#### **Pre-Law I:**

Pre-Law 1 is designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe career planning and compliance, foundations of the legal system, organization of the law and public safety system, basic constitutional protections, and types of law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law.

*Credit: 1 - Grade Level 9*

#### **Pre-Law II:**

Pre-Law II is designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe the organization of local, national, and state court systems and the legal process, explain the concepts of trials, and differentiate business, labor, and consumer law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law. Prerequisite(s): Pre-Law I.

*Credit: 1 - Grade Level 9 - 11*

#### **Pre-Law III:**

Pre-Law III is designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe sentencing and decisions, appeals, punishment, parole, probation, detention, and family and property law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law. Prerequisite(s): Pre-Law I and Pre-Law II.

*Credit: 1 - Grade Level 10 - 11*

## **Pre-Law Practicum:**

Pre-Law Practicum is a capstone course in the Pre-Law program of study that provides a practicum experience for students as they develop an understanding of professional, legal, and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the Pre-Law program of study. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing. Prerequisite(s): Pre-Law I, Pre-Law II, and Pre-Law III. *Credit: 1 - Grade Level 11 – 12*

## **Marketing, Distribution & Logistics:**

### **Introduction to Business & Marketing:**

*Introduction to Business and Marketing is the Level 1 Course for the Marketing Management and Supply Chain Management programs of study. Those programs of study and additional Marketing courses are described following this course description.*

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.

*Credit 1 - Grade Level 9 – 10*

### **Marketing Management:**

#### **Marketing and Management I: Principles:**

Marketing and Management I: Principles is the Level 2 Course for the Marketing Management and Entrepreneurship programs of study in the Marketing Career Cluster. It can also suffice as the Level 1 course in the Supply Chain Management program of study. The course focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development. Upon completion of this course, proficient students will understand the economic principles, the marketing mix, and product development and selling strategies.

*Credit 1 - Grade Level 10 – 11*

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

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



promotion, and human resource skills. Note for instructors: This course assumes many students are engaged in a work-based learning (WBL) experience such as cooperative education, internships, school-based enterprises, or similar types of worksite experiences with a local partner business. Projects in the course could benefit significantly from the use of resources and data from local businesses. Instructors are encouraged to leverage existing partnerships and to build on advisory committee relationships as they reach out to business owners or managers for authentic scenarios, materials, and other business information from which students could learn. Prerequisite(s): Marketing & Management I: Principles.

*Credit 1 - Grade Level 11 – 12*

*Note: Principles of Marketing CLEP opportunity*

### **Statewide Dual Credit Introduction to Marketing:**

Statewide Dual Credit Introduction to Marketing course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Introduction to Marketing course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

*Credit 1 - Grade Level 11-12*

### **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*

### **Advertising and Public Relations:**

Advertising and Public Relations is an applied knowledge course focusing on the concepts and strategies associated with promoting products, services, ideas, and events. This course addresses skills essential to the creative side of the industry and explores consumer behavior patterns and motivations for buying. Upon completion of this course, proficient students will be able to demonstrate understanding in fundamental advertising and public relations concepts by creating an electronic portfolio of representative course projects. Prerequisite(s): Marketing & Management I: Principles.

*Credit 1 - Grade Level 11 – 12*

### **Retail Operations:**

Retail Operations is designed to challenge students with the real world of supply chain management and merchandising services. The standards in this course are designed to prepare students with skills and knowledge related to buying, selling, human resource management, business operations, product management, promotion, and customer service. Decision-making skills, financial management, customer relations, ethics and legal issues are also addressed. Upon completion of this applied knowledge course, proficient students will have skills essential for entering careers as retail associates at entry and mid-level management as well as be prepared to enter postsecondary programs in business and marketing. The content

lends itself to both work-based learning and school-based enterprises opportunities. Prerequisite(s): Marketing & Management I: Principles.  
*Credit 1 - Grade Level 11 – 12*

### **Event Planning & Management:**

Event Planning and Management is designed to be a project-based, capstone experience in which students research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Upon completion of this course, proficient students will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. The course is highly customizable to meet local needs: partner organizations may be chosen at the discretion of student teams, with the approval of the instructor and appropriate school personnel. Organizations can include local non-profits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities. Prerequisite(s): At least two credits earned in a previous Hospitality & Tourism or Marketing program of study.

*Credit 1 - Grade Level 11 – 12*

### **Supply Chain Management:**

#### **Supply Chain Management I: Principles and Foundations (NIC):**

Supply Chain Management I: Principles and Foundations exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail, pipeline, and water. As an introduction to this important and globally evolving field, this course covers the basic principles of logistics, reviews the history and development of distribution networks, and examines how they function within the dynamics of the supply chain. Upon completion of this course, proficient students will explore career options; demonstrate an understanding of the historical, current, and future significance of supply chain industries; and plan for the effective and efficient flow of goods and services. This course will require extensive Microsoft Office applications including but not limited to PowerPoint creation; use of templates; spreadsheet manipulations; and designing of charts, graphs, formulas, and tables. Prerequisite: Introduction to Business & Marketing or Marketing and Management I: Principles

*Credit: 1 - Grade Level: 9-10*

#### **Supply Chain Management II: Warehousing & Distribution (NIC):**

Supply Chain Management II prepares students for entry into the warehouse and distribution career field. Course content emphasizes a deep understanding of the dynamics of distribution and logistics operations, the warehousing skills needed for the tracking and managing of inventory, and the problem-solving skills used by logisticians in today's complex business environments. Upon completion of this course, a proficient student will have a thorough understanding of safety, tools, equipment, operations, processes, customer fulfillment, product lifecycle, future trends, and regulatory issues in the industry. Extensive use of Microsoft Office is required throughout this course. Prerequisite: Foundations of Supply Chain Management.

*Credit: 1 - Grade Level: 10-12*

#### **Supply Chain Management III: Management & Logistics:**

Supply Chain Management III prepares students for a capstone learning experience in logistics, planning, and management systems. A range of business tasks will be undertaken to support the operation of supply chain

processes including coordinating and controlling the order cycle and associated information systems. Through exposure to crucial business activities such as project management, analyzing logistical problems, and producing new solutions, students will acquire advanced skills related to business professionalism, ethics, policies, and communication. Upon completion of this course, a proficient student will be prepared for further education and careers in the supply chain industry. Prerequisite: Supply Chain Management I.

*Credit: 1 - Grade Level: 11-12*

### **Supply Chain Management Practicum:**

Supply Chain Management Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Supply Chain courses within an authentic business setting. Practicum activities can take place around student-led startups under the supervision of the instructor or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to enter the workforce in an entry-level supply chain position or continue their study at the postsecondary level. Prerequisite: Two credits in the Supply Chain program of study.

*Credit: 1 - Grade Level: 11-12*

### **Entrepreneurship:**

#### **Introduction to Entrepreneurship:**

*New course for 2022-2023, replacing Introduction to Business & Marketing as the Level 1 course in the Entrepreneurship program of study. Course description to be added upon availability from TDOE.*

*Credit 1 - Grade Level 9*

#### **Marketing and Management I: Principles:**

Marketing and Management I: Principles is the Level 2 Course for the Marketing Management and Entrepreneurship programs of study in the Marketing Career Cluster. It can also suffice as the Level 1 course in the Supply Chain Management program of study. The course focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development. Upon completion of this course, proficient students will understand the economic principles, the marketing mix, and product development and selling strategies.

*Credit 1 - Grade Level 10 – 11*

### **Entrepreneurship:**

Entrepreneurship is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue-producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. Upon

conclusion of this course, proficient students will be able to articulate, and defend, elements of a full business plan for a new business. Prerequisite(s): Marketing & Management I: Principles.

*Credit 1 - Grade Level 11 – 12*

### **Business & Entrepreneurship Practicum:**

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

*Credit 1 - Grade Level 11-12*

### **Virtual Enterprise International (VEI):**

Virtual Enterprise International is set up as a simulated business environment. The VEI students will be involved in actual on-the-job work experiences, including accounting, personnel administration, management, and marketing. The only difference between the VEI and an actual business is that no material goods are produced, or legal tender exchanged. However, services will be provided. Working teams, students will develop and enhance oral and written communication skills through initiative, responsibility, and creativity. The VEI experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. The course will link learning to application and real-life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Laboratory facilities and experiences simulate those found in business and industry. Virtual Enterprise International credit substitutes for the Economics credit provided the teacher of record is certified in Economics. (This course requires a computerized workstation for each student with use of the Internet, word processing, web design and electronic publishing software.)

Prerequisite(s): Business Management or Marketing and Management I: Principles. A paid, credit-generating work-based learning component is recommended for students for up to two (2) additional credits.

*Credit: 1–2 - Grade Level: 11-12*

### **STEM:**

#### **Principles of Engineering and Technology (NIC):**

*Principles of Engineering and Technology is the Level 1 Course for the Engineering and Technology programs of study in the STEM Career Cluster. (Other courses available in the STEM cluster follow this description.)* It is a foundational course in the STEM cluster for students interested in learning more about careers in engineering and technology. This course covers basic skills required for engineering and technology fields of study. Upon completion of this course, proficient students can identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State

Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.

*Credit: 1 - Grade Level 9*

## **Engineering:**

### **Engineering Design I:**

Engineering Design I is a fundamental course in the STEM cluster for students interested in developing their skills in preparation for careers in engineering and technology. The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students can describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Tennessee. They will also be able to identify simple and complex machines; calculate various ratios related to mechanisms; explain fundamental concepts related to energy; understand Ohm's Law; follow the steps in the engineering design process to complete a team project; and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Note: Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for all projects throughout the course. Prerequisite(s): Principles of Engineering & Technology, Algebra I, and Physical Science or Biology.

*Credit: 1 - Grade Level 10 Note: Dual Credit by Industry Credential opportunity with PSCC*

### **Engineering Design II (NIC):**

Engineering Design II is an applied course in the STEM career cluster for students interested in further developing their skills as future engineers. This course covers the knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to explain the differences between scientists and engineers, understand the importance of ethical practices in engineering and technology, identify components of control systems, describe the differences between laws related to fluid power systems, explain why material and mechanical properties are important to design, create simple free body diagrams, use measurement devices employed in engineering, conduct basic engineering economic analysis, follow the steps in the engineering design process to complete a team project, and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Engineering Design I and Biology or Chemistry.

*Credit: 1 - Grade Level 11*

*Note: Dual Credit by Industry Credential opportunity with PSCC*

## **Technology:**

### **Digital Electronics (NIC):**

Digital Electronics is a course in which students will construct and test fundamental digital logic circuits such as gates, counters, oscillators, and switches. A/D and D/A convertors will be applied to signal processing. Microcontroller programs will be modified, and microcontrollers applied to closed-circuit control systems. The course culminates in a group project to create a digital servo control loop. Emphasis is on hands-on activities, real-world equipment, and current technology. Prerequisite(s): Algebra 1.

*Credit: 1 - Grade Level 10*

## **Robotics & Automated Systems:**

Robotics & Automated Systems is an applied course for students who wish to explore how robots and automated systems are used in industry. Building on the content and critical thinking frameworks of Principles of Engineering and Digital Electronics, this course asks students to follow the engineering design process and apply basic programming skills to complete assignments and projects. Upon completion of this course, proficient students will understand the historical and current uses of robots and automated systems; programmable circuits, interfacing both inputs and outputs; ethical standards for engineering and technology professions; and testing and maintenance of robots and automated systems. Note: Standards in this course are presented sequentially for students' learning progression; however, instructors may tailor the order of course standards to their specifications. Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for all projects throughout the course. Prerequisite(s): Digital Electronics; Algebra I; Geometry; Physical Science and Chemistry or Physics.

*Credit: 1 - Grade Level 11*

## **Capstone Course for the Engineering and Technology Programs:**

### **Engineering Practicum:**

Engineering Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of the practicum, students will be prepared for postsecondary study in engineering and technology fields. Note: Mastery of the following standards should be attained while completing an engineering design project in a practicum setting. Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for the project throughout the course. The project should follow the engineering design process learned in previous courses. *Prerequisite(s):*

*Engineering Design II or Robotics & Automated Systems.*

*Credit: 1 - Grade Level 12*

### **Advanced STEM Applications:**

#### **STEM I Foundation:**

STEM Foundation is a foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering, and mathematics. This course covers basic skills required for STEM fields of study. Upon completion of this course, proficient students can identify and explain the steps in both the engineering design and scientific inquiry processes. They conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others. Note: For clarity, some standards include example applications to science, technology, engineering, and mathematics. Teachers are encouraged to align instruction to one or more of these areas, depending on area of expertise and student interest.

*Credit: 1 - Grade Level 9*

## **STEM II Applications (NIC):**

STEM II Application is a project-based learning experience for students who wish to further explore the dynamic range of STEM fields introduced in STEM I: Foundation. Building on the content and critical thinking frameworks of STEM I, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of two broad pathways (traditional sciences or engineering) that reflects the interest of the class as a whole; the students then apply the steps of the scientific inquiry or the engineering design process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. In some cases, instructors may be able to design hybrid projects that employ elements of both the scientific inquiry and the engineering design process.

Upon completion of this course, proficient students will have a thorough understanding of how scientists and engineers research problems and methodically apply STEM knowledge and skills; and they will be able to present and defend a scientific explanation and/or an engineering design solution to comprehensive STEM-related scenarios. Note: Standards in this course are presented sequentially according to the traditional steps followed in the scientific inquiry or engineering design process. While instructors may tailor the order of course standards to their specifications, it is highly recommended that they maintain fidelity to the overall process. In addition, instructors opting for either the Science Path or the Engineering Path do not have to teach to both sets of standards; they are presented in parallel fashion here for ease of comparison, should teachers wish to combine elements of each. Prerequisite(s): STEM I: Foundation, Algebra I, and Physical Science or Biology.

*Credit: 1 - Grade Level 10*

*Note: Dual Credit by Industry Credential opportunity with PSCC*

## **STEM III: STEM In Context:**

STEM III is an applied course in the STEM career cluster which allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities. This course builds on Stem I: Foundation and STEM II: Applications by applying scientific and engineering knowledge and skills to a team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting. Note: Mastery of the following standards should be attained while completing a STEM project that follows the scientific inquiry or engineering design process. This course prepares students for the STEM IV: STEM Practicum course. Prerequisite(s): STEM II: Applications and Biology or Chemistry.

*Credit: 1 - Grade Level 11*

## **STEM IV: STEM Practicum:**

STEM IV is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous STEM Education courses within a professional working environment. In addition to developing an understanding of the professional and ethical issues encountered by STEM professionals in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of this course, proficient students will be prepared for postsecondary study in a STEM field. Note: Mastery of the following standards should be attained while completing a STEM project in

a practicum setting. The project should follow the scientific inquiry or engineering design process learned in previous courses. Prerequisite(s): STEM III: STEM in Context.

*Credit: 1 - Grade Level 12*

## **Transportation**

### **Aviation Flight:**

#### **Introduction to Aerospace:**

Introduction to Aerospace is a comprehensive foundational course for students interested in pursuing careers in aviation. This course covers the basic principles governing flight and the regulation of flight that every aviation professional must know regardless of his or her occupation—as a pilot or an engineer, a salesperson or a specialist, a mechanic, or a statistician. In addition to acquiring Page 2 foundational knowledge of safety procedures and industry regulations, students will also gain essential understanding of aircraft structures, the flight environment, basic procedures, and navigation. Upon completion of this course, proficient students will be prepared for further study in advanced Aviation Flight and/or Aviation Maintenance courses.

*Credit: 1 - Grade Level 9 or 10*

#### **Aviation I : Principles of Flight:**

Aviation I: Principles of Flight builds on the fundamental knowledge and skills learned in Introduction to Aerospace while teaching students the essential competencies needed for flight under normal conditions. Upon completion of this course, proficient students will be able to apply knowledge, skills, and procedures in a variety of simulated flight environments. Moreover, students who Page 2 complete this course will have the opportunity to move on to advanced study in Aviation II: Advanced Flight, where they will continue to prepare for the FAA Private Pilot written exam. Prerequisite: Introduction to Aerospace

*Credit: 1 - Grade Level 10 or 11*

#### **Aviation II : Advanced Flight:**

Aviation II: Advanced Flight is the capstone course in the Aviation Flight program of study intended to prepare students for careers in aviation. While continuing to build upon the knowledge, skills, and competencies acquired in Introduction to Aerospace and Aviation I, students in Aviation II will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) Private Pilot written exam. This course goes beyond the mastery of procedures under normal conditions learned in Aviation I: Principles of Flight and introduces students to the troubleshooting and diagnostic Page 2 techniques used by pilots and other aircraft personnel to assess and correct for malfunctions, adjust in hazardous weather conditions, and perform other crucial emergency procedures. Continued emphasis is placed on maintaining the safety of flight and developing sound judgment (“judgment training”) throughout these conditions. In addition, students will develop a keen understanding of advanced aerodynamics and the physics of flight to aid in decision-making and technical adjustments while working under simulated abnormal procedures. Finally, upon graduation, proficient students will be better prepared to begin flight training in pursuit of a private pilot’s license should they choose. Flight simulators are required to fully master many of the standards in this course. Instructors may use a range of equipment to meet this requirement, from simple computer software such as Microsoft Flight SimX to advanced free standing simulators such as the Redbird FMX. This course also draws on preparation materials for the FAA Private Pilot Ground Test. Sample materials may be found on the FAA website or by order from Gleim Aviation at <http://www.gleim.com/aviation/>. Prerequisite: Aviation I. *Credit: 1 - Grade Level 11 or 12*



### **Unmanned Aircraft Systems Pilot (NIC):**

Unmanned Aircraft Systems Pilot is a course intended to prepare students for positions as commercial drone pilots for small Unmanned Aircraft Systems (sUAS). The course teaches students the knowledge and skills needed to successfully pilot sUAS (less than 55 lbs.). Students in Unmanned Aircraft Systems Pilot will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) Remote Pilot Certification (Part 107) written exam also called the aeronautical knowledge exam. The course places an emphasis on applicable regulations, operating requirements, weather impacts, charts, aeronautical decision-making, and safety. Prerequisite: Aviation I  
*Credit: 1 - Grade Level 11 or 12*

### **Automotive Maintenance & Light Repair:**

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

MLR I prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing all the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

*Credit: 1 - Grade Level 9*

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

MLR II prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.

Prerequisite(s): Maintenance and Light Repair I.

*Credit: 1 - Grade Level 10*

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

MLR III prepares students for entry into Maintenance and Light Repair IV. Students study and service suspension and steering systems and brake systems. Upon completing all the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards. Prerequisite(s): The Maintenance and Light Repair II.

*Credit: 2 - Grade Level 11*

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

MLR IV prepares students for entry into the automotive workforce or into post-secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills. Upon completing all the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards. Prerequisite(s): The Maintenance and Light Repair III. *Credit: 2 - Grade Level 12*

### **Automotive Collision Repair:**

#### **Introduction to Collision Repair:**

Introduction to Collision Repair is a foundational course in the Automotive Collision Repair program of study for students interested in learning more about automotive collision repair technician careers. Upon completion of this course, proficient students will be able to identify and explain the basic steps in the collision repair process, emphasizing the tools, equipment, and materials used. They will be able to describe the major parts of an automobile body and safely perform basic procedures in preparing automotive panels for repair, applying body filling, and preparing surfaces for painting. Standards in this course include career investigation of the opportunities in automotive collision repair as well as an overview of the history of automobile design and construction. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and the National Automotive Technicians Education Foundation (NATEF) standards, a national framework of industry-benchmarked standards.\* Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair. Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum.

*Credit: 1 - Grade Level 9 – 10*

#### **Collision Repair: Non-Structural (NIC):**

Collision Repair: Non-Structural is for students who wish to obtain in-depth knowledge and skills in repair procedures for non-structural repairs in preparation for postsecondary training and careers as collision repair technicians. Upon completion of this course, proficient students will be able to analyze non-structural collision damage and write and revise repair plans. Students will read and interpret technical texts to determine, understand, and safely perform appropriate repair techniques and procedures. Standards in this course include preparing vehicles for repair, removing, and replacing panels and body components, metal finishing, body filling, removing and replacing moveable glass and hardware, metal welding and cutting, and repair of plastics. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and the National Automotive Technicians Education Foundation (NATEF) standards, a national framework of industry-benchmarked standards.\* Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair. Students completing this course will be eligible to take the examination for ASE Professional Certification in Non-Structural Analysis and Damage Repair (B3). Some tasks are assigned a "High Priority

(HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum. Prerequisite(s): Introduction to Collision Repair.

*Credit: 1 - 3 - Grade Level 10 – 12*

### **Collision Repair: Painting & Refinishing (NIC):**

Collision Repair: Painting & Refinishing is for students who wish to obtain in-depth knowledge and skills in automotive painting and refinishing procedures in preparation for postsecondary training and careers as collision repair technicians. Upon completion of this course, proficient students will be able to develop, document, and implement refinishing plans for given vehicles. Students will read and interpret technical texts to determine, understand, and safely perform appropriate repair techniques and procedures. Standards in this course include surface preparation; spray gun and related equipment operation, paint mixing, matching, and applying; diagnosis and correction of paint defects; and final detailing. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and the National Automotive Technicians Education Foundation (NATEF) standards, a national framework of industry- benchmarked standards.\* Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair Students completing this course will be eligible to take the examination for ASE Professional Certification in Painting & Refinishing (B2). Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum. Prerequisite(s): Introduction to Collision Repair.

*Credit: 1 - 3 - Grade Level 10 – 12*

### **Collision Repair: Damage, Analysis, Estimating & Customer Service:**

Collision Repair: Damage Analysis, Estimating, and Customer Service is the capstone course in the Automotive Collision Repair program of study. It is intended to prepare students for careers in the automotive repair industry. Upon completion of this course, a proficient student will be able to assess collision damage, estimate repair costs, and work with vehicle owners in a professional setting. Utilizing problem-solving strategies and resources developed in this course, including original equipment manufacturer (OEM) manuals, electronic data, and photo analysis of damaged vehicles, students will be prepared to generate work orders in a variety of collision damage situations. Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision. Some tasks are assigned a "High Priority (HP)" designation. Accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum. Prerequisite(s): Collision Repair: Non-Structural and/or Collision Repair: Painting and Refinishing.

*Credit: 1 - 3 - Grade Level 10 – 12*

## **CORE ACADEMIC & ELECTIVE COURSES:**

### **Driver Education:**

#### **Driver Education:**

Driver Education is a class available to students who are at least fifteen years of age prior to beginning the course in grades 10-12. The instructional phases consist of classroom, driving range, and on-street driving

instruction. The course will be taught as a one-unit course with sufficient instructional contact time with driver education teacher and the inclusion of safety education. Learner's permits are not required but are highly recommended to allow parents to work with the student to coincide with the drive time that they will receive in class to prepare for the driving test. Suggested class size: 22 students first semester; 22 students second semester. All students must meet state requirements for attendance and academic progress.

(Prerequisite: 15 years of age.)

Driver Education has a \$200.00 fee which includes Leasing of vehicles, Liability insurance, and fuel costs.

## **Fine Arts:**

### **DANCE:**

#### **Dance I:**

Dance I is an introductory course and is designed for students who have no previous dance experience. The course will have an emphasis on stretching, conditioning and strength building, as well as dance class etiquette, the elements of dance, and use of basic dance terminology. Students will also be introduced to basic dance techniques in ballet, modern and jazz dance. *There is no prerequisite for this class. This class may be repeated. Dance clothes are required. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

#### **Dance II:**

Dance II is an intermediate to advanced course that focuses on developing and maintaining ballet, modern and jazz dance techniques. The students also focus on learning choreographic and composition skills. Students will demonstrate their techniques and growth through performances. Once eligible for Dance II, students can repeat Dance II. *Prerequisite is successful completion of Dance I and dance teacher recommendation. This class may be repeated. Dance clothes are required. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

#### **Beginning West African Dance:**

West African is an elective that focuses on the culture and dance of West Africa. Students learn West African dance and drum technique and the customs surrounding its use. *There is no prerequisite for this class. Dance clothes are required. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

#### **Advanced West African Dance:**

Advanced West African Dance is an elective that prepares the advanced West African dancer to perform in the West African dance style. *Prerequisite is the successful completion of Beginning West African Dance and dance teacher recommendation. Dance clothes are required. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

#### **Djembe Orchestra:**

In the Djembe Orchestra, students will study, experience, and perform traditional West African drum rhythms, as well as learn the history and culture of the rhythms and dance. This course will allow students to learn how to play live music for West African dance classes and perform in front of an audience. This course will focus

on Traditional West African Rhythms from Senegal, Guinea, Mali, and Ivory Coast. Students will also learn about other traditional drums from around the world to study the similarities and differences of indigenous drums. Drummers will learn the importance of their responsibility of playing for dancers during dance class and performances. *There is no prerequisite for this class. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

### **Djembe Accompaniment:**

Djembe Accompaniment is for students accomplished in West African drumming and who will accompany the West African dance class or West African choreography by the Dance Company. This course is open only by audition. *Enrollment is by audition only. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

### **Dance Company:**

The Dance Company course is for students performing in the Dance Company for the school and is open only by audition. Students split their class time between advanced dance technique classes and rehearsals for performances. Students are expected to perform and conduct themselves as professionals. *Enrollment is by audition only. Dance clothes are required. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

### **Beginning Ballet:**

Ballet is a dance elective for the beginning/intermediate dancer. Students learn ballet technique, vocabulary, and history. *There is no prerequisite for this class. Dance clothes and ballet shoes are required. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

### **Advanced Ballet:**

Advanced Ballet is for students wishing to continue in ballet. Students will begin to work on pointe. *Prerequisite is the successful completion of Beginning Ballet and dance teacher recommendation. Dance clothes and ballet shoes are required. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

### **Beginning Tap:**

Tap is a dance elective in which students learn tap dance techniques and styles. *There is no prerequisite for this class. Tap shoes are required. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

### **Beginning Modern Dance:**

Modern Dance exposes the beginning dancer to modern dance technique, compositional forms, and history in the traditions of Martha Graham, Doris Humphrey, Charles Weidman, Jose Limon, Merce Cunningham, and Lester Horton. *There is no prerequisite for this class. Dance clothes are required. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

### **Advanced Modern Dance:**

Advanced Modern Dance is for continuing dance studies. Students are introduced to choreographic principles and dance analysis in addition to continuing to study technique, history, critical analysis, and composition. *Prerequisite is the successful completion of Beginning Modern Dance and dance teacher recommendation. Dance clothes are required. Schools wishing to add this course to their schedule must have permission from the Performing Arts Specialist.*

### **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.*

#### **AP Music Theory:**

This course “is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design” ([AP Music Theory Course Overview](#)). *Prerequisite is music teacher recommendation. While students may retake the AP examination, this class may not be repeated.*

#### **Beginning Band:**

Beginning Band is designed to give students the opportunity to learn to play a musical instrument from one of the brass, woodwind, or percussion instrument families. The students will be exposed to all instruments from each family and through teacher guidance will be allowed to learn the instrument of their choice or the instrument for which the student is best suited. Students will learn the basic elements of music as well as the proper way to play their musical instrument. *There is no prerequisite for this class. This class may be repeated.*

## **Band:**

Band provides students with the opportunity of continuing the study and performance of music emphasizing traditional band literature and selected orchestral transcriptions. The course focuses on the study of the elements of music and the development of individual and group performance skills. Individual practice, after-school practice and rehearsal sessions, and performances are required. Performance opportunities include marching band, concert band, invitational and audition clinics, festivals, and contests. *Prerequisite is successful completion of Beginning Band, 8th grade Advanced Band, 8th grade Advanced Orchestra, or other relevant experience and music teacher recommendation. This class may be repeated.*

## **Band: Concert, Symphonic or Wind Ensemble:**

The Concert Band, Symphonic Band, and Wind Ensemble are musical groups concentrating their skills on musical performance for advanced woodwind, brass, and percussion performance. These bands play a variety of styles and types of music selected from the standard high school band repertoire. The goal is to develop proficiency on a chosen instrument through rehearsals, lessons, and various performances. These bands will have several performance opportunities throughout the semester. Through these classes the students will improve instrumental skills, elevate performance skills as well as develop an understanding of the performance process. *Prerequisite is successful completion of Beginning Band, Band, 8th grade Advanced Band, 8th grade Advanced Orchestra, or other relevant experience and music teacher recommendation. This class may be repeated. Rehearsals and performances during the school day, before and after the regular school day, as well as on non-school days, may be required.*

## **Instrument Ensemble:**

Instrument Ensemble provides students with the opportunity to continue the study and performance of music literature relative to a specific ensemble, such as Jazz, Percussion, Brass, or Woodwind. The course focuses on advanced individual and group performance skills relative to the selected medium. Individual practice, after-school practice and rehearsal sessions, and performances are required. *Prerequisite is music teacher recommendation. This class may be repeated.*

## **Beginning Orchestra:**

Beginning Orchestra is designed to give students the opportunity to learn to play one of the following string instruments: Violin, Viola, Cello, or Bass. Students will be exposed to the four (4) string instruments listed above and through teacher guidance will be allowed to learn the instrument of their choice or the instrument for which the student is best suited. Students will learn the basic elements of music as well as the proper way to play their musical instrument. *There is no prerequisite for this class. This class may be repeated.*

## **Orchestra:**

Orchestra provides students with the opportunity to continue the study and performance of music emphasizing styles from several historical periods. The course focuses on the study of the elements of music and the development of performance skills for individuals and ensembles. Individual practice, after-school practice and rehearsal sessions, and performances are required. Performance opportunities include string orchestra, full orchestra, invitational and audition clinics, festivals, and contests. *Prerequisite is successful completion of Beginning Orchestra or other relevant experience and music teacher recommendation. This class may be repeated.*

### **Vocal Music I:**

Vocal Music I is for beginning choral students who wish to study and perform a wide variety of sacred and secular choral literature of easy to medium difficulty in a variety of styles. Emphasis is placed on vocal production and basic choral techniques, intonation, phrasing, sight-reading and ear training, general musicianship skills, understanding and attitudes and the responsibility of individuals to the group. Performances and after-school rehearsals are required. *There is no prerequisite for this class. This class may be repeated.*

### **Vocal Music II:**

Vocal Music II is for students who wish to study and perform a wide variety of medium to difficult sacred and secular choral literature in a variety of styles and historical periods. Emphasis will be placed on an advanced degree of musicianship and increased performance skills individually and in ensemble. The mixed chorus is for students who elect and are selected by audition to be in the group. Performances and after-school rehearsals are required. *There is no prerequisite for this class, but previous choral experience would be beneficial. This class may be repeated.*

### **Vocal Music III – Choral Ensemble:**

Choral Ensemble consists of students with previous choral experience selected by audition. The nature of the group may vary according to the discretion of the director and the needs of the school music program. Examples are Chamber Choir, Madrigal Singers, Pop Ensemble, and Show Choir. Emphasis is placed on an advanced degree of musicianship, increased harmonic and rhythmic reading skills, and increased performance skills. Opportunities are provided for performance in school and community. *Enrollment is by audition only. This class may be repeated. Performances and after-school rehearsals are required. Choreography and/or costumes may be required by the teacher for some ensembles.*

### **Female Chorus:**

Female Chorus is for female choral students to study and perform a wide variety of sacred and secular choral literature of easy to medium difficulty from all historical and performance styles. Emphasis is placed on the development of individual and ensemble skills in vocal production, tone quality, diction, intonation, balance and blend, sight-reading and music reading, and ensemble esprit de corps. *There is no prerequisite for this class, but previous choral experience would be beneficial. This class may be repeated. Performances and after-school rehearsals are required.*

### **Male Chorus:**

Male Chorus is for male choral students to study and perform a wide variety of sacred and secular choral literature of easy to medium difficulty from all historical and performance styles. Emphasis is on vocal production and basic choral techniques, intonation, phrasing, sight-reading and ear training, general musicianship skills, understanding and attitude and the responsibility of individuals to the group. *There is no prerequisite for this class, but previous choral experience would be beneficial. This class may be repeated. Performances and after-school rehearsals are required.*

### **Musical Theatre:**

Musical Theatre offers students the opportunity to study and perform in this genre. This is a production-based course designed to provide students with opportunities to participate in the varied aspects of a musical theatre



production. The course combines practical vocal training including diction and tone quality as well as the development of students as actors by instilling work ethic, time management and the importance of teamwork. Students will study the evolution of musical theatre and develop an appreciation for this uniquely American art form. *There is no prerequisite for this class. This class may be repeated. This class does not satisfy the prerequisite for Musical Theatre II (see Theater section below).*

### **Honors Courses for Band, Orchestra and Chorus:**

Honors courses are offered in both instrumental and vocal music. Students that enroll in an honors course will be required to complete all the requirements for their chosen area of study (band, orchestra, or chorus) as well as the honors course requirements listed in the Knox County Schools Honors Course Credit Contract for instrumental and vocal music. Honors courses require a yearlong commitment. Students must be enrolled in the course for both the fall and spring semesters and must complete all the requirements above before honors credit will be given for the course. *Prerequisite is relevant band, orchestra, or choral experience and music teacher recommendation. This class may be repeated.*

### **THEATRE:**

#### **Theatre Arts I:**

Theatre Arts I is a one-unit elective course for students who have an interest in drama and wish to learn the history of theatre and improve their abilities in communicating and appearing before a group. The curriculum includes exercises in pantomime, improvisation, basic stage direction, play reading, theatre history, stagecraft, basic acting skills, and oral interpretation.

#### **Advanced Theatre Arts:**

Advanced Theatre Arts is an elective course for students who have completed Theatre Arts I and who wish to expand their interpretative skills and knowledge of theatre. The curriculum includes further study of oral and dramatic interpretations of prose and poetry. Advanced Theatre Arts may focus on the craft of musical theatre specifically if permitted by the school administration.

Prerequisite: Theatre Arts I; an interview with the teacher and/or auditions for admission may be required  
*Can be taken for multiple credits.*

#### **Advanced Theatre Arts Stagecraft:**

Stagecraft is a one-unit elective course for students who have an interest in developing an overall understanding of the aspects of theatre production. Students will develop skills in lighting, sound, set construction, set painting, props, program/poster design, costuming, makeup, and publicity.

Prerequisite: Theatre Arts I; an interview with the teacher and/or auditions for admission may be required  
*Can be taken for multiple credits.*

#### **Advanced Theatre Arts Production:**

Production is a one-unit elective course that focuses on the study and application of technical theatre, including set design, set building, lighting, sound, props, stage managing, costume design, makeup, publicity, box office, and house management. A requirement of this course includes preparation in a show, which will require time commitment outside of class.

Prerequisite: Theatre Arts I; an interview with the teacher and/or auditions for admission may be required  
*Can be taken for multiple credits.*

## **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.*

### **Advanced Art: Art History:**

Art History courses may be survey-based beginning in the pre-historic area 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 artmaking. *Prerequisite is the successful completion of Art I and art teacher recommendation. This class may not be repeated.*

### **Advanced Media Art:**

Advanced Media Art is 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 in Media Art. This course is focused on visual art and design with an emphasis on creating and producing media artworks. *Prerequisite is the successful completion of Art I and art teacher recommendation. This class may not be repeated.*

### **AP Art History:**

This course “is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis” ([AP Art History Course Overview](#)). *Prerequisite is successful completion of Art I and one Advanced Art class and art teacher recommendation. While students may retake the AP examination, this class may not be repeated.*

### **AP Art- Studio Courses General Description:**

These courses follow the course descriptions as provided by the College Entrance Examination Board. Each of these courses requires a high degree of commitment and self-discipline on the part of the student due to the rigorous curriculum and the individualized course structure. *If there are not a sufficient number of students to create an entire class, students electing to pursue the requirements for completion of AP studio-based classes*

*may be embedded within the structure of Advanced Art studio classes. These students may be scheduled during any Advanced Art studio class, and the student and instructor will develop an individual plan by which the student may receive AP credit. When embedding AP students into Advanced Art classes, every effort should be made to match media (i.e. AP Studio Art 2-D should be scheduled during a painting, drawing, or printmaking Advanced Art class.) AP students may not be embedded into Art I classes.*

### **AP Drawing:**

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is based on both a submission of a physical or digital portfolio and answer written prompts. “This portfolio is designated for work that focuses on the use of mark-making, line, surface, space, light and shade, and composition. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas. Students can work with any materials, processes, and ideas. Drawing (analog and digital), painting, printmaking, and mixed media work are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted” ([AP Drawing Course Overview](#)). *Prerequisite is successful completion of Art I, one Advanced Art class, and art teacher recommendation. While students may retake the AP portfolio, this class may not be repeated.*

### **AP 3-D Art and Design:**

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is based on both a submission of a physical or digital portfolio and answer written prompts. “This portfolio is designated for work that focuses on the use of three-dimensional (3-D) elements and principles of art and design, including point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that involves space and form. Students can work with any materials, processes, and ideas. Figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted” ([AP 3-D Art and Design Course Overview](#)). *Prerequisite is successful completion of Art I, one Advanced Art class, and art teacher recommendation. While students may retake the AP portfolio, this class may not be repeated.*

### **AP 2-D Art and Design:**

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is based on both a submission of a physical or digital portfolio and answering written prompts. “This portfolio is designated for work that focuses on the use of two-dimensional (2-D) elements and principles of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface. Students can work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted” ([AP 2-D Art and Design Course Overview](#)). *Prerequisite is successful completion of Art I, one Advanced Art class, and art teacher recommendation. While students may retake the AP portfolio, this class may not be repeated.*

## **JROTC (Junior Reserve Officers Training Corps):**

Every JROTC Unit in KCS, with the aim of abiding by the Memorandum of Understanding between the federal government and Knox County Schools, must maintain enrollment at 100 cadets or 10% of the school population on the October enrollment report. Failure to do so could result in the loss of federal funding and the closure of the program.

**Credit Substitutions:** 1 credit = 1 semester JROTC (2 credits) = fulfills Physical Education graduation requirement & Wellness graduation requirement. JROTC (3 credits) = fulfills US Government graduation requirement & Personal Finance graduation requirement.

***\*Instructor DOES NOT have to be endorsed for US GOVERNMENT \*instructors MUST BE TRAINED in Personal Finance***

### **Utilized as a “Global Elective” within the 865 Academies:**

JROTC allows any student (9-12), regardless of their chosen academy, an opportunity to capitalize on a rich curriculum that includes an in-depth study of leadership, citizenship, personal health and wellness, individual financial responsibility, career awareness, exploration and opportunity, employability skills, and postsecondary planning. With specific counseling and careful attention to scheduling, JROTC offered to incoming 9th grade students, allows for immediate credit substitutions in Physical Education and Wellness, therefore increasing the likelihood of meeting enrollment requirements on the October enrollment report.

### **General Description:**

J.R.O.T.C. is a joint program provided by the Knox County School System in partnership with the United States Department of Defense. Currently, there are two Air Force, two Army, and five Navy programs in Knox County. J.R.O.T.C. programs vary according to differences among Air Force, Army, and Navy regulations. However, all services present a curriculum designed to help each student achieve the following goals: (1) Develop habits of orderliness, precision, and respect for authority in our society, (2) Instill patriotism, (3) Develop a high degree of personal honor, self-reliance, individual discipline, and leadership, (4) Instill pride, self-respect, confidence, and a desire to do one’s best in any endeavor, and (5) Promote a basic understanding of national security requirements and the role of the armed service in the national defense structure. Each student must successfully complete an introductory phase before advancing to the next level of the program.

### **ELIGIBILITY OF HOME-SCHOOLED STUDENTS FOR PUBLIC SCHOOL JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)**

**J-130** Reviewed 11/21

As participants in the Tennessee Junior Reserve Officer Training Corps (JROTC), the Knox County Schools shall honor the National Defense Authorization Act of 2020 with respect to home school students’ participation in JROTC Programs within public schools. Request for home school students inclusion into JROTC Programs will be on a case-by-case basis at the participating secondary institution where the student would be zoned.

### **Air Force JROTC:**

Air Force Junior Reserve Officer Training Corps (AFJROTC) is a program designed to develop citizens of character dedicated to serving their nation and community. Each AFJROTC class contains three components: aerospace science, leadership education, and a wellness program. Aerospace Science courses develop a sense of service, while focusing on science and technology. Leadership education courses emphasize citizenship and character education. Wellness is an official and integral part of the Air Force Junior ROTC program. It

motivates cadets to pursue healthy, active lifestyles throughout their adult lives. Each semester of study contains an aerospace science, leadership, and wellness component in a 40/40/20% ratio respectively.

The course titles JROTC I – IX refer to a cadet’s current semester in the program with associated curriculum selected from the following AFJROTC course offerings. AS (Aerospace Science) courses are strategically paired with LE (Leadership Education) Courses, so that all courses are taught on a 7-year implementation plan per the United States Air Force.

### **Aerospace Science (AS) Courses:**

#### **AS 100: Aerospace Science: A Journey into Aviation History:**

The focus of Aerospace Science is the history of flight through the ages, from ancient civilizations through modern day, with a brief introduction to astronomy and space exploration.

#### **AS 200: The Science of Flight: A Gateway to New Horizons:**

In The Science of Flight, students discover how airplanes fly, how weather conditions affect flight, the effects of flight on the human body, and the art of flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students.

#### **AS 220: Cultural Studies: An Introduction to Global Awareness:**

Created specifically for the Army, Marine Corps, Navy, and Air Force Junior ROTC programs, Cultural Studies introduces students to the world’s cultures through major events and significant figures that have shaped the various regions of the world. Each region is examined through the prism of history, geography, religion, language, culture, political system, economics, social issues, environmental concerns, and human rights.

#### **AS 300: Exploring Space: The High Frontier:**

Exploring Space is an in-depth look at the study of space, from the earliest days of astronomy, through the Renaissance, and into the modern era. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions and the human experience in space.

#### **AS 400: Management of the Cadet Corps:**

Management is intended for cadets who hold management/leadership positions within the corps. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice while planning, organizing, coordinating, directing, and controlling cadet corps activities, emphasizing communication, decision-making, personal-interaction, managerial, and organizational skills.

#### **AS 410: Survival: Survive & Return:**

This course is based on Air Force Regulations 64-4, *Survival Training*. It synthesizes skills, knowledge, and attitudes necessary to succeed in any survival situation.

### **AS 510: AFJROTC Honors Senior Project:**

The Honors Senior Project is primarily targeted for senior cadets in a three- or four-year program. This culminating honors project allows cadets to demonstrate essential reading, writing, speaking, production, and/or performance skills. Analysis, logic, and creativity are showcased throughout the project. Participation in this honors class requires instructor approval. For cadets to receive honors credit, they must meet state/district/school honors course criteria.

### **Leadership Education (LE) Courses:**

#### **LE 100: Citizenship, Character and Air Force Tradition:**

Intended for students who are entering the AFJROTC program, LE 100 introduces cadets to the history, organization, mission, traditions, goals, and objectives of JROTC; covers key military customs and courtesies; examines the principles of ethical and moral behavior; and provides strategies for academic success. In addition, it covers methods to maintain proper mental and physical health. Cadets will be introduced to civics, our national government, the history of the American flag and the rights and freedoms contained in the US Constitution.

#### **LE 200: COMMUNICATION, AWARENESS AND LEADERSHIP:**

LE 200 is customized to improve communication, enhance awareness of self and others, develop personal integrity, and provide the fundamentals of leadership and followership. The course focuses on the AFJROTC mission to “develop citizens of character dedicated to serving their nation and community.”

#### **LE 300: LIFE SKILLS AND CAREER OPPORTUNITIES:**

LE 300 is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Cadets will become more financially competent, develop an understanding of legal documents such as contracts, explore potential career paths, conduct effective job searches to include resume building and interviewing skills, and learn valuable life skills and civic responsibilities.

#### **LE 400: Principles of Management:**

Principles of Management exposes cadets to the fundamentals of management and equips them with qualities necessary for service in leadership positions. Activities are based on real life experiences presented through ethical dilemmas, case studies, and role playing.

#### **Drill and Ceremonies: Drill Curriculum (Cumulative):**

Drill and Ceremony is taught throughout the AFJROTC experience. It is an essential leadership tool concentrating on the elements of military drill, individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice, in addition to ceremonial performances and protocol for civilian and military events.

## **Army JROTC:**

The U.S. Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, personal finance, and diversity. It is a cooperative effort between the U.S. Army and the high schools to produce successful students and citizens, while fostering in each school a more constructive and disciplined learning environment. The outcomes of the JROTC program are:

- Act with integrity and personal accountability as they lead others to succeed in a diverse and global workforce;
- Engage civic and social concerns in the community, government, and society;
- Graduate prepared to excel in post-secondary options and career pathways;
- Make decisions that promote positive social, emotional, and physical health;
- Value the role of the military and other service organizations.

With the school's support, the Army JROTC program achieves these outcomes by using a world-class 21st Century, technology driven, student centered curriculum. The curriculum consists of education in citizenship, leadership, social and communication skills, physical fitness and wellness, geography, personal finance, and civics.

The curriculum is facilitated and taught by retired Army personnel. JROTC teacher qualifications are based on military experience, maturity, stability, and leadership acquired over 20 years of service to our nation. JROTC instructors are certified to teach JROTC and the array of subject areas embedded (e.g., Physical Education, Health/Wellness, Civics, and Personal Finance).

## **Army JROTC Curriculum:**

Army JROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline.

Its focus is reflected in its mission statement, "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens.

### **Co-Curricular Activities:**

In addition to a typical JROTC curriculum, Cadets may have the opportunity to participate in several co-curricular activities offered by JROTC:

- JROTC Leadership Challenge and Academic Bowl (JLAB): a competitive program that imparts values of leadership and citizenship while preparing for higher education milestones like college entrance exams;
- STEM (Science, Technology, Engineering and Mathematics) Camps: a one-week college residential program at STEM labs interacting with college-level professors and graduate and undergraduate students;
- JROTC Raider Challenge: A competitive program for JROTC Cadets in five different fitness and skill events;

- Air Rifle Competitions: Marksmanship programs that promote teamwork, self- confidence and marksmanship skills;
- Drill Competitions: Programs for traditional drill formations including regulation and exhibition/pageantry categories
- Army JROTC Robotics Team.

### **AJROTC 100: Leadership Education and Training (LET 1):**

#### **Foundation for Success – LET 1A (Leadership, Education and Training):**

Foundation for Success is the first course for all new cadets. The LET textbook and curriculum management systems (CMS) introduces cadets to the Army Junior Reserve Officer Training Corps (AJROTC) program providing a basis for progression through the rest of the JROTC program while instilling elements of good citizenship. It contains sections on cadet and Army organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship. Cadets perform a minimum of twenty hours of leadership application and assessments. This includes instruction on basic marching and small unit drill. All cadets are required to participate in a service-learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

#### **Citizenship in Action – LET 1B (Leadership, Education and Training):**

Citizenship in Action is the second course for all cadets. The curricular management system (CMS) is the basis for progression through the rest of the JROTC program. The class provides follow-on- instruction on the knowledge, skills, and experience about the Army’s organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship. LET 1B cadets start to develop their individual leadership skills by serving as class leaders. This includes leading other cadets on basic marching and small unit drill. Cadets apply Foundations for Success modules to develop a personal skill profiler. Skill profilers are monitored by JROTC cadre throughout a cadet’s JROTC career. All cadets are required to participate in a service-learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

### **AJROTC 200: Leadership, Education and Training (LET 2):**

#### **Citizenship in American History and Government: LET 2A (Leadership, Education and Training):**

Progressing to the 200 series classes, core modules focus heavily on Citizenship in American History and Government. The textbook and Curriculum Manager System include classes on citizenship skills, foundations of the American political system, the Constitution, American history, U.S. Government, and You the People Citizenship program, and an introduction to Chief Justice. All cadets are required to participate in a service-learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.



## **Citizenship in American History and Government and Geography and Earth Science: LET 2B (Leadership, Education, and Training):**

The 2B level JROTC class reinforces their knowledge of Army's organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship. LET 2B cadets continue to develop their individual leadership skills by serving as squad leaders. This includes leading other cadets on basic marching, squad level unit drill, and physical fitness classes. Cadets study the Bill of Rights, the U.S. judicial system, military justice system, new citizenship and Constitutional issues, and constitutionalism in other countries. Geography, earth science, and map reading skills are introduced during this class. All cadets are required to participate in a service-learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

### **AJROTC 300 – Leadership Education and Training (LET 3):**

#### **Leadership Theory and Application – LET 3A (Leadership, Education and Training):**

300 level courses focus on leadership theory and application. Modules include basic command and staff principles, leadership strategy, cultural and individual diversity, performance indicators, negotiating, decision making, and problem solving. Cadets are assigned leadership positions at the company level where they lead, manage, and supervise junior cadets. Leadership training includes lessons on becoming a better speaker, creating better speeches, improving writing skills. Cadets can use these skills when they teach classes or deliver an oral presentation. All cadets are required to participate in a service-learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

#### **Leadership Theory and Application – LET 3B (Leadership, Education and Training):**

AJROTC 300 level courses focus on leadership theory and application. Modules include basic command and staff principles, leadership strategy, cultural and individual diversity, performance indicators, negotiating, decision making, and problem solving. Cadets are assigned leadership positions at the company and battalion level where they lead, manage, and supervise junior cadets. Leadership training includes lessons on becoming a better speaker, creating better speeches, improving writing skills. Cadets can use these skills when they teach classes or deliver an oral presentation. LET 3A level classes include modules on mediation, violence prevention and anger management.

Cadets learn how to conduct a meeting, facilitate/mediate, counsel, and mentor other cadets. All cadets are required to participate in a service-learning project. Personal finance classes using the National Endowment for Financial Education, H&R Block Financial Challenge, and Making the Right Money Moves program provide cadets a well-rounded curriculum and meets the state of Tennessee graduation requirement in personal finance. Career exploration strategies, military career opportunities, college preparation, goals and goal setting focus each cadet on planning for their future. All cadets are required to participate in a service-learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

### **Leadership Theory and Application – LET 4A (Leadership, Education and Training):**

Cadets enrolled in the 400 level of JROTC continue to develop and apply their leadership skills. The cadets manage the entire battalion during their fourth year in the program. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AJROTC. We are confident this course, coupled with what cadets have already learned during their time in AJROTC, will equip them with the qualities needed to serve in leadership positions within the battalion. Throughout the text are many ethical dilemmas, case studies, and role-play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.

Students will become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. Career exploration strategies, military career opportunities, college preparation, goals and goal setting focus each cadet on planning for their future. All cadets are required to participate in a service-learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

### **Leadership Theory and Application – LET 4A (Leadership, Education and Training):**

This course provides for a more demanding version of “Management of the Cadet battalion” allowing cadets the opportunity to improve their leadership, management, and organizational skills. Cadets demonstrate essential skills through reading, writing, speaking, production, and/or performance. Cadet skills in analysis, logic, and creativity will also be showcased as they plan, organize, rehearse, and execute parades, Veterans Day ceremony, community service events, service-learning events, military ball, awards ceremony, and the day-to-day operations of the cadet battalion. Cadet leaders interface with school and community leadership as they plan future cadet operations. LET 4B cadets serve as assistant instructors. Personal financial management classes require cadets to develop financial goals, create and manage a budget. Career exploration strategies, military career opportunities, college preparation, goals and goal setting focus each cadet on planning for their future. All cadets are required to participate in a service-learning project. Wellness is an official and integral part of the Army Junior ROTC program. It consists of an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities.

### **Navy JROTC:**

The Naval Service Training Command prescribes the courses for naval science for NJROTC units that comprise the 3 or 4-year curriculum. The NJROTC program was established by Public Law in 1964 which may be found in Title 10, U.S. Code, Chapter 102. The program is conducted at accredited secondary schools throughout the nation, and taught by instructors who are retired Navy, Marine Corps, and Coast Guard officers and enlisted personnel.

The NJROTC accredited program curriculum emphasizes citizenship and leadership development, as well as our maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation, and meteorology. Classroom instruction is augmented throughout the year by extra-curricular activities of community service, academic, athletic, drill and orienteering competitions, field meets, flights, visits to naval or other activities, marksmanship sports training, and physical fitness training.

The naval science program is constructed to include three academic classroom sessions and two activity periods per week. The curriculum is based on 40-minute sessions of instruction for 36 weeks, with 180 teaching days. This equates to 7200 minutes of contact instruction (72 hours of classroom instruction and 48 hours of activities including military drill and athletics). Adjustments for class length other than 40-minute periods, as well as staggered, rotating, or modular schedules, are made at the local school level.

This program of 7200 minutes of instruction equates to one Carnegie unit or one credit per year toward graduation as an elective or other subject credit approved by school authorities. It is desired that all topics provided in the curriculum be covered, but the depth of coverage must be determined by each instructor according to the needs of his/her students. Major curriculum content changes are not to be made without the prior approval of the Naval Service Training Command.

What subjects are included in the curriculum?

The wide variety of subjects includes the following:

- CITIZENSHIP -- Instillation of values of good, responsible citizenship;
- NAVAL ORIENTATION -- Basic introduction to the Navy's customs and traditions;
- NAVAL OPERATIONS/ORGANIZATION -- Familiarization with national naval strategy and daily military operations;
- NAVAL HISTORY -- History of the United States Navy from the colonial period to the present;
- NAVIGATION -- Introduction to piloting and navigation;
- SEAMANSHIP -- Introduction to basic seamanship and ship handling;
- LEADERSHIP -- Ongoing study of leadership, with opportunities to develop leadership abilities;
- NAUTICAL ASTRONOMY -- Study of astronomy and its use in navigation;
- ELECTRONICS -- Introduction to electronics as the basis for communications and weapons systems;
- OCEANOGRAPHY -- Information on the collection of data on the world's ocean systems;
- DRILLS, COMMANDS, AND CEREMONIES -- Close order drill and parade ceremonies;
- PHYSICAL FITNESS -- Activities to promote healthy, active lifestyles.

### **Naval Science 1:**

The purpose of Naval Science I is to introduce students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; promote an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress; drug awareness; provide the principles of health and first aid, geography and survival skills and an overview of Naval ships and aircraft. These elements are pursued at the fundamental level.

Course content includes the introduction of the NJROTC program; introduction to Leadership, Citizenship, and the American Government; introduction to Wellness, Fitness, and First Aid to include diet, exercise and

drug awareness, introduction to Geography, Orienteering, Survival and Map Reading Skills; Financial Skills and introduction to the U. S. Navy.

### **Naval Science 2:**

Naval Science 2 builds on the general introduction provided in Naval Science 1, to further develop the traits of citizenship and leadership, and to introduce cadets to the technical areas of naval science and the role of the U. S. Navy in maritime history and the vital importance of the world's oceans to the continued well-being of the United States.

Course content includes ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U. S. to world power status, World Wars 1 and 2, the Cold War Era and the 1990s and Beyond; introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences.

### **Naval Science 3:**

Naval Science 3 broadens the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of naval ships and aircraft and an introduction to marine navigation and seamanship. Course content includes instruction in Sea Power and National Security, Naval Operations and Support Functions, Military Law, and International Law and the Sea. Provides introduction to Ship Construction and Damage Control, Shipboard Organization and Watch Standing, Basic Seamanship, Marine Navigation, and Naval Weapons and Aircraft. Ongoing instruction in leadership, citizenship, and discipline.

### **Naval Science 4:**

Naval Science 4 primarily focuses on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership, under supervision, then helping them analyze the reasons for their varying degrees of success throughout the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets. Seniors are mentored/guided in their preparation for life after high school to include college preparation, scholarship applications, and the variety of choices that are available to them.

Course Content includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Students are provided access to ACT/SAT prep courses, guidance in selecting a college and pursuing available scholarships, and mentoring in establishing long range life goals.

### **Language Arts:**

To satisfy graduation requirements, each student must earn four English Language Arts credits. Students will complete English I, English II, English III, and English IV or, as appropriate and permitted, the advanced academics alternatives to the standard ELA courses. Each of these core courses addresses four curriculum content strands: Language, Reading, Writing, and Speaking and Listening. Mastery of ELA standards across these four strands will result in students who display the ability to think critically, analyze complex texts,

develop evidence-based arguments, write meaningfully for a variety of purposes and audiences, and communicate effectively.

All honors-level courses should substantially exceed the base content standards, learning expectations, and assessments 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:**

English I builds upon the skills established by the middle school English Language Arts standards. Students will practice the close reading of appropriately complex, grade-level informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English I teachers will base their instruction on the SpringBoard curriculum, which is approved by the TDOE as in alignment with ELA standards.

### **English I Honors:**

Honors English I builds upon the skills established by the middle school English Language Arts standards. Students will practice the close reading of appropriately complex, grade-level informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English I teachers will base their instruction on the SpringBoard curriculum, which is approved by the TDOE as in alignment with ELA standards. However, the curriculum modules reflect the increased rigor and depth of study required by the Tennessee Department of Education Honors Framework for Extension.

### **English I Honors Combined:**

A yearlong course, English I Honors Combined typically refers to the intertwining of an honors social studies and an honors English class. It is a literacy-intensive course with an emphasis on the deep study of composition, research, and text analysis. The course incorporates close reading of informational and literary texts selected based on overlapping concepts and historical periods. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. While reading and writing, students will explore the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English I teachers will base their instruction on the SpringBoard curriculum, which is approved by the TDOE as in alignment with ELA standards. However, the curriculum modules reflect the

increased rigor and depth of study required by the Tennessee Department of Education Honors Framework for Extension; there may also be modifications to the standard course due to the nature of a combined course.

### **English II:**

English II builds upon the skills established by the English Language Arts standards. Students will practice the close reading of appropriately complex, grade-level informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English II teachers will base their instruction on the SpringBoard curriculum, which is approved by the TDOE as in alignment with ELA standards.

### **English II Honors:**

Honors English II builds upon the skills established by the English Language Arts standards. Students will practice the close reading of appropriately complex, grade-level informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English II teachers will base their instruction on the SpringBoard curriculum, which is approved by the TDOE as in alignment with ELA standards. However, the curriculum modules reflect the increased rigor and depth of study required by the Tennessee Department of Education Honors Framework for Extension and that which is necessary to be successful in future advanced academics courses.

### **English II Honors Combined:**

A yearlong course, English II Honors Combined typically refers to the intertwining of an honors or Advanced Placement® social studies and an honors English class. It is a literacy-intensive course with an emphasis on the deep study of composition, research, and text analysis. The course incorporates close reading of informational and literary texts selected based on overlapping concepts and historical periods. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. While reading and writing, students will explore the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English II teachers will base their instruction on the SpringBoard curriculum, which is approved by the TDOE as in alignment with ELA standards. However, the curriculum modules reflect the increased rigor and depth of study required by the Tennessee Department of Education Honors Framework for Extension; there may also be modifications to the standard course due to the nature of a combined course.

### **English III:**

English III further builds upon the skills established by the English Language Arts standards. Students will practice the close reading of appropriately complex, grade-level informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English III teachers will base their instruction on the SpringBoard curriculum, which is approved by the TDOE as in alignment with ELA standards.

### **English IV:**

English IV encompasses the entirety of the English Language Arts standards. Students will practice the close reading of appropriately complex, grade-level informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. 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 fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English IV teachers will base their instruction on the SpringBoard curriculum, which is approved by the TDOE as in alignment with ELA standards. Upon the completion of English IV, students should be prepared for either postsecondary education or the workforce.

### **Advanced Placement (AP) English Language and Composition:**

AP English Language and Composition® is a course for students who have successfully completed Honors English II or who have demonstrated competency in those composition and critical thinking skills aligned with the demands of advanced academics. The curriculum emphasizes rhetoric, analysis, research, synthesis, and complex writing as students become deft readers of prose written for a variety of periods, disciplines, audiences, purposes, and contexts. College-level outside reading is required, and the class will challenge students to produce high-quality work that far exceeds the cognitive demands of CP-level coursework. The course culminates in the AP English Language and Composition Exam.

### **Advanced Placement (AP) English Language and Composition Combined:**

AP English Language and Composition® is a course for students who have successfully completed Honors English II or who have demonstrated competency in those composition and critical thinking skills aligned with the demands of advanced academics. This ELA course is typically combined with AP US History®, which may influence text selection and pacing. The general AP Language and Composition® curriculum emphasizes rhetoric, analysis, research, synthesis, and complex writing as students become deft readers of prose written for a variety of periods, disciplines, audiences, purposes, and contexts. College-level outside reading is required, and the class will challenge students to produce high-quality work that far exceeds the cognitive demands of CP-level coursework. The course culminates in the AP English Language and Composition® Exam, along with any exam associated with the partnered course.

### **Advanced Placement (AP) English Literature and Composition:**

AP English Literature and Composition® is a course for students who have successfully completed Honors English II or who have demonstrated competency in those composition and critical thinking skills aligned with the demands of advanced academics. The curriculum is an in-depth study of American, British, and world literature with expectations commensurate with college-level English courses. College-level outside reading is required, and the class will challenge students to produce high-quality work that far exceeds the cognitive demands of CP-level coursework. Students must be highly motivated and have exceptional writing and analytical skills. The course culminates in the AP English Literature and Composition® Exam.

### **Advanced Placement (AP) English Literature and Composition Combined:**

AP English Literature and Composition® is a course for students who have successfully demonstrated competency in those composition and critical thinking skills aligned with the demands of advanced academics. This ELA course is typically combined with another humanities course, such as AP European History®, which may influence text selection and pacing. The general AP English Literature and Composition® curriculum is an in-depth study of American, British, and world literature with expectations commensurate with college-level English courses. College-level outside reading is required, and the class will challenge students to produce high-quality work that far exceeds the cognitive demands of CP-level coursework. Students must be highly motivated and have exceptional writing and analytical skills. The course culminates in the AP English Literature and Composition® Exam, along with any exam associated with the partnered course.

### **Advanced Placement (AP) Capstone:**

The AP Capstone® designation is built on the foundation of two courses: AP Seminar® and AP Research®. Successful completion of both courses can replace the English IV requirement. A description of each course is below.

### **Advanced Placement (AP) Seminar:**

AP Seminar® involves intensive research and synthesis of self-selected topics. Students engage in research to analyze real-world problems and to cultivate the skills needed for successful college writing. Teams of students work to analyze and synthesize their findings and present their research to the class. The students explore scientific, economic, and political topics from a variety of viewpoints and broaden their understanding of global issues. This is a yearlong course due to the volume of work required of students.

### **Advanced Placement (AP) Research:**

In AP Research®, students further the skills they obtained in the AP Seminar® course by developing a research methodology while employing ethical research practices. Students work on a year-long research project, document their processes, and curate artifacts as they develop a scholarly work portfolio. The final project is an academic paper of 4000–5000 words, accompanied by a performance or exhibition of the product where applicable, and a presentation of their findings with an oral defense. This course may only be taken during the student’s final year of high school.



## **Language Arts Elective Credits:**

### **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 the ability to write well; enrollment in this class may be contingent on an application process and/or teacher recommendation(s). Publications include newspapers, literary magazines, and/or annuals.

### **Journalism 2:**

In Journalism 2, students continue to explore and refine the skills necessary for journalistic writing and digital publishing. In addition to being actively engaged in communication skills, students explore the topics of ethics in journalism, particularly paying close attention to plagiarism.

Prerequisites: Successful completion of Journalism 1. Additionally, students may have to demonstrate the ability to write well; enrollment in this course may be contingent on an application process and/or teacher recommendation(s). Publications include newspapers, literary magazines, and/or annuals.

*Can be taken for multiple credits.*

### **Journalism 3:**

Journalism 3 provides more in-depth and hands-on production work in journalism. Activities in this class include production techniques for newspaper, radio, and television.

Prerequisites: Successful completion of Journalism 2. Additionally, students may have to demonstrate the ability to write well; enrollment in this course may be contingent on an application process and/or teacher recommendation(s). Publications include newspapers, literary magazines, and/or annuals.

*Can be taken for multiple credits.*

### **Journalism 4:**

Journalism 4 allows students more hands-on production training in various areas of journalism. Activities in this class should include production techniques for newspaper, radio, and television, including online publications.

Prerequisites: Successful completion of Journalism 3. Additionally, students may have to demonstrate the ability to write well; enrollment in this course may be contingent on an application process and/or teacher recommendation(s). Publications include newspapers, literary magazines, and/or annuals.

*Can be taken for multiple credits.*

### **Genre Literature:**

In Genre Literature, students will be given the opportunity to develop deeper critical reading skills through reading experiences focused on specific literary genres. Students will explore the thematic elements and various styles and plot elements of the specified literary genres, including Ancient Literature, Appalachian and Southern Literature, Modern Literature, Mystery and Suspense Literature, Mythology, Science Fiction, and Shakespeare.

## **Visual Literacy:**

In Visual Literacy, students will interpret visual forms of media and to analyze and evaluate the effectiveness of the various styles and creative choices. Visual forms of media can include film, print, photography, stage productions, short videos, and graphic design. These forms of media will be used to develop the student's ability to understand messages conveyed through images. The analysis of visual media will deepen not only critical thinking about the art forms studied but also the culture and time in which the media was produced.

## **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 practice self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format.

## **Advanced Creative Writing:**

In Advanced Creative Writing, students will continue to pursue the art of creative writing, concentrating especially on poetry, short stories, non-fiction, and screenwriting. Works of established authors are examined and modeled, with a view toward enhancing the students' own work. The class is conducted as a workshop with both teacher- and peer-conferencing; the result should be a significant portfolio of student work.

## **Speech and Communication:**

In Speech and Communication, students will explore an array of scenarios and forums where effective communication is necessary. The course will cover interpersonal, informative, small group, persuasive, and special event speaking as well as different contexts where communicating via speech may be vital. Students will use a variety of digital media (text, audio, and visual) to generate ideas, organize information, and create and evaluate oral presentations. Research and writing skills will be reinforced by the assigned tasks.

## **Statewide Dual Credit Speech and Communication:**

Statewide Dual Credit Speech and Communication course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Speech and Communication course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam "cut score" receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

*Prerequisite: Students must be in 11th or 12th grade and have completed English I and II to participate in the course.*

## **English Language Learners (ELL):**

1. Per TDOE ESL Rule, EL students identified for ESL service shall receive a minimum of one (1) hour of Direct ESL service each school day from a teacher who holds an ESL endorsement, until the student exits the ESL service.

2. Each ESL course counts for one credit hour. If a High School EL student qualifies for ESL service for all 4 years, he/she will take eight (8) credit hours of ESL. Two (2) credit hours will count towards English courses, and six (6) credit hours will count towards electives in humanities.
3. In High School, if an EL student's WIDA proficiency is between 1 to 3.4,
  - ESL courses may count toward two (2) of the four (4) English credits required for graduation.
  - ELs must then enroll in English I and/or English II to satisfy the federal requirement to take an ELA assessment.
  - Courses that do not count towards the English graduation requirement may count toward the elective focus in humanities.
4. In High School, if an EL student's WIDA proficiency is 3.5 or higher, ELs must be enrolled in ELA and ESL simultaneously, WIDA proficiency of 3.5 or higher
5. Sheltered courses require the teacher to be dually endorsed in ESL and content areas such as English or Math. A sheltered English I course is recommended for ELs when the level is 3.4 or below and when staffing is possible in your district. The sheltered English course is coded as English I.

### **Humanities:**

Humanities is an elective course designed for 10th - 12th grade students who are interested in analyzing human culture through a variety of mediums, including art, music, literature and film. Students are presented with a wide range of visual and written texts from a variety of places and historical periods. For each text, students will examine what the author/artist is communicating about human culture and how the author/artist utilizes the tools of his or her discipline to develop the message. While each text will be studied first as its own entity, students look across texts to discern patterns in the medium, time periods, and cultures. Analysis of texts may take the form of discussion, writing, projects, or another type of assessment chosen by the instructor.

### **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 (½) 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.

The 1/2 credit Physical Education requirement may be satisfied by one of the following:

One Physical Education elective course (1 credit) 65 hours of documented physical activity outside of the school day in other school-related areas such as:

- Marching Band;
- JROTC;
- TSSAA approved sports;
- Swim Team
- Cheerleading
- Dance Team
- School-related club/activity approved by the Supervisor of Physical Education, Health, and Wellness.

The 65 hours must be completed during one school/academic year, which includes the summer prior to the beginning of a school year. Upon completion of the 65 hours of physical activity, credit in Activity PE with a

grade of 'Pass' will be recorded on the student transcript. Documentation of hours is the responsibility of the teacher/coach supervising the activity. The form to document the hours can be found in the school counseling office.

### **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.*

### **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 is included in the Wellness standards. HIV/AIDS, Human Trafficking and Dating Violence education 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.

### **Aerobics:**

Aerobics is a one-unit elective course emphasizing the importance in improving and maintaining a healthier cardiovascular system. Skills taught to achieve this goal include muscular endurance, muscular strength, cardiovascular endurance, flexibility, and body composition. Regular aerobic workouts through the participation in aerobic routines, games and various other activities accompanied by a fitness assessment will be the primary instructional focus of this course. Physical Education I is not a prerequisite for this course. *Can be taken for multiple credits.*

### **Conditioning and Advanced Strength Training:**

Conditioning and Advanced Strength Training is a one-unit elective course designed to allow students to make gains in conditioning, muscle tone, and strength while emphasizing the importance of making an active healthy lifestyle a lifelong practice. Health and skill related activities such as flexibility, speed, agility, coordination, and power, along with self-discipline and a positive attitude will be the content focus. Proper

nutrition will also be examined and emphasized. Physical Education I is not a prerequisite for this course. *Can be taken for multiple credits.*

## **Literacy and Numeracy Intervention and Supports:**

The school shall convene an in-person meeting with input from teachers of core academic subjects as needed to review the student's academic strengths and weaknesses. In order to accomplish this, the team reviews data from the Early Warning System which encompasses attendance, behavior, grades, mobility, and other significant information that are unique to individual students. Historical data, progress monitoring data (if available), and teacher input are used to determine if the student benefits from a RTI<sup>2</sup> (Response to Instruction and Intervention) Student Plan. This plan is designed to assist the student in closing skill gaps identified to better help the student access core standards. Intervention shall be aligned with identified skill gaps at the student's instructional level. Progress monitoring will be assessed bi-weekly, and the team will reconvene to discuss progress every 4.5 weeks. Parents/guardians are notified when the student is placed in an intervention program. Parents receive progress monitoring data every 4.5 weeks reflecting student progress as well as any changes made to the plan.

A school's data team consisting of administration and teachers review at-risk students. Taking into consideration the whole student, this problem-solving team recommends a level of intervention intensity (tier 2 or tier 3) that will address skill gaps for individual students. Students are placed in an intervention course that is aligned to the student's skill deficit and will best challenge the student to show continued growth while addressing skill gaps. KCS follows the RTI<sup>2</sup> Framework from TDOE. Students in high school may receive .5 credits per semester for their participation in an intervention course.

## **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 (or the equivalent courses, Integrated Math I, II, and III) 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.

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.

### **Algebra IA and Algebra IB:**

Algebra IA is the first term of a two-term sequence in the study of Algebra I and is designed for students in the 9th grade who enter high school not ready to start a one term Algebra 1 course. Time during this semester-long course is spent integrating pre-algebra and introductory algebra skills. Students will receive an elective mathematics credit for successfully completing Algebra IA.

Algebra IB is the second course of the required two-term sequence. The combination of Algebra IA and Algebra IB will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. More time is devoted to skill development than is possible in the one-term Algebra 1 class. Students who successfully complete Algebra IA and Algebra IB will receive credit for Algebra I.

## **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.

## **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.

## **Algebra IA (Year-long):**

Algebra IA YL is the first part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This completion of this course will count as one math credit required for a regular diploma. This course is generally scheduled in conjunction with Math Lab IA Year-Long (intervention).

## **Algebra IB (Year-long):**

This course is part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. Completion of this course, along with the state EOC assessment, completes the Algebra I requirement and will count as the Algebra credit required for a regular diploma. This course is generally scheduled in conjunction with Math Lab IB Year-Long (intervention).

## **Geometry A and Geometry B:**

Geometry A and Geometry B is a required two-term sequence designed for students who complete Algebra 1 and are not ready to start a one term Geometry course. More time is devoted to skill development than is possible in the one-term Geometry class. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term, Geometry A, is an elective credit and time is spent integrating Algebra 1 and introductory Geometry skills. The second term, Geometry B, continues focusing on Geometry skills. Successful completion of Geometry B will satisfy the geometry graduation requirement.

## **Geometry A (Year-long):**

Year-long Geometry A is the first part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course will count as one math credit required for a regular diploma.

## **Geometry B (may be Semester or Year-long):**

Geometry B (YL) is the second part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course, along with the state EOC assessment completes the Geometry requirement and will count as the Geometry credit required for a regular diploma.

## **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. 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 credit. 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 credit 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 a fourth-year math course. Prerequisites: Algebra I and Geometry credit. A grade of "C" or better is recommended.

## **Honors Algebra 2:**

Honors Algebra 2 provides a rigorous preparation for Honors Pre-Calculus. An emphasis is placed on algebraic proof and provides an enriched version of Algebra 2 through the study of additional objectives and topics. Successful completion of this course prepares students for entry into Pre-Calculus or Honors Pre-Calculus or Advanced Placement Statistics. Prerequisites: Algebra 1 and Honors Geometry credit. A grade of "A" or "B" average grades or Departmental Recommendation.

## **Algebra 2A and Algebra 2B:**

Algebra 2A, the first term of the required two-term sequence and Algebra 2B, the second term of the sequence, are designed for students who complete Geometry and are not ready to start a one term Algebra 2

course. More time is devoted to skill development than is possible in the one-term Algebra 2 class. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term is an elective mathematics credit and time is spent integrating Algebra I and introductory Algebra 2 skills. The second term focuses on continuing and completing the Algebra 2 standards. Successful completion of Algebra 2B results in the Algebra 2 graduation credit.

### **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 credit. A grade of “A” or “B” average is recommended.

### **Advanced Placement (AP) Pre-Calculus:**

AP Precalculus will have students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. This course 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.

### **Calculus:**

Calculus is designed for students who have a thorough knowledge of college preparatory mathematics. Course content includes the study of limits; derivatives; integration; applications; exponential, logarithmic, and trigonometric functions. Prerequisites: Algebra 1, Geometry, Algebra 2 and Pre-Calculus.

### **Advanced Placement (AP) Calculus AB:**

AP Calculus AB is devoted mainly to the topics in differential and integral calculus. Students who study this course will be prepared to take the Advanced Placement AB Calculus Exam and seek college credit. The scope of this course follows the topics listed in the College Board Advanced Placement Mathematics Course Description. Prerequisites: Honors Pre-Calculus or Departmental Recommendation.

### **Advanced Placement (AP) Calculus BC:**

AP Calculus BC is an extension of all the topics covered in AP Calculus AB with additional topics. Students who study this course will be prepared to take the Advanced Placement BC Calculus Exam and seek college



credit. The scope of this course follows the topics listed in the College Board Advanced Placement Course Description. Prerequisites: AP Calculus AB 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.

### **Advanced Placement (AP) Statistics:**

AP Statistics is non-calculus in its orientation with a major focus on data analysis. Students who study this course will be prepared to take the AP Statistics Exam and seek college credit. This course follows the topics listed in the College Board Advanced Placement course description. Prerequisites: English 2 or Honors English 2 with a grade of “B” or better and Algebra 2 with a grade of “C” or better are recommended, and Departmental Recommendation.

### **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.

### **Statewide Dual Credit Introduction to Probability and Statistics:**

Statewide dual credit Probability and Statistics course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Probability and Statistics course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam ‘cut score’ receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

### **Statewide Dual Credit Introduction to Precalculus:**

Statewide dual credit Precalculus course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty in order to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Precalculus course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam ‘cut score’ receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high

school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

### **Math Computer Applications:**

Math Computer Applications provides students with a background in the logic needed to create programs using a variety of programming mediums: the TI calculators, BASIC and VISUAL BASIC. References will also be made as to how other languages such as C++, COBOL, FORTRAN, LOGO, PASCAL, and Java are structured. Mastery of these techniques will lead to the ability to create instructional software that can be used across the curriculum. This course *does not* satisfy the State's four-year math requirement.

### **Honors Math Computer Applications:**

The faster pace of Honors Math Computer Applications provides the time to enrich the content of Math Computer Applications through the study of additional objectives and topics. Successful completion of this course provides the student with the necessary prerequisites for Advanced Placement Computer Science. This course *does not meet the* State's four-year math requirement.

### **Advanced Placement (AP) Computer Science:**

AP Computer Science emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction. The scope and sequence of this course follows the topics listed in the College Board Advanced Placement course description. Students who study this course will be prepared to take the Advanced Placement Computer Science "A" AP Exam and seek college credit. This course satisfies the State's four-year math requirement for those students who have met the ACT and/or SAT college readiness benchmarks in mathematics. Prerequisite: Math Computer Applications or Departmental Recommendation.

### **Robotics:**

Robotics is deeply submerged in modeling, abstraction, and precision. The entire course is founded on Problem Based Learning (PBL). Students are given a scenario and must analyze the problem; calculate measurements and establish various thresholds; design, construct, and program a robot to complete the given task; collect and analyze data; modify and adjust program, robot, and calculations based on the collected data; and repeat the process until objectives have been completed. The mathematical range of this course extends to pre-calculus due to the importance of calculating precise angles and tangents. This course *does not* satisfy the State's four-year math requirement.

### **Introduction to Math Modeling:**

Math modeling is used in many career fields to forecast outcomes and aid in the problem-solving process to find solutions. In this course students will learn the process of creating a mathematical representation of a real-world scenario to make a prediction or provide insight. Using modeling software students will be taken through the steps of; identifying a problem, making assumptions, and then identifying variables, doing the math, analyzing and assessing the solution and then iterating to improve the model. Students will demonstrate their knowledge through a final project that will include a detailed report of the model of their choosing. Students will be expected to do research, as a part of the course. This course *does not* satisfy the State's four-year math requirement.

## SAILS Statistics:

The Tennessee Board of Regents (TBR) is redesigning the SAILS course to align with both the Statewide Dual Credit (SDC) Introduction to Probability and Statistics learning objectives and the Tennessee Board of Regents (TBR) Math Learning Support competencies. A redesigned SAILS Statistics course will increase students' exposure to statistics while eliminating their need for math remediation in college. Students will be able to earn college credit if they pass the challenge exam at the end of the course.

Knox County Schools Mathematics High School Progression							
8 <sup>th</sup> Grade	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	
Honors Algebra I	Honors Geometry		Honors Algebra II		Honors Pre-Calculus, AP Pre-Calculus, AP Statistics	AP Calculus AB (Fall)	AP Calculus BC (Spring)
	Honors Algebra I		Honors Geometry (Fall)	Honors Algebra II (Spring)			
Pre-Algebra	Honors Algebra I		Honors Geometry (Fall)	Honors Algebra II (Spring)	Honors Pre-Calculus, AP Pre-Calculus, or AP <u>Statistics</u>	AP Calculus AB (Fall)	AP Calculus BC (Spring)
			Geometry				
	Algebra I		Geometry		Algebra II	Pre-Calculus, SDC Pre- Calculus, AP Pre-Calculus, SAILS Statistics, CP Statistics, AP Statistics, Mathematical Reasoning for Decision Making, or Dual Enrollment Math	
	Algebra IA (Fall)	Algebra IB (Spring)	Geometry		Algebra II	Pre-Calculus, SDC Pre- Calculus, SAILS Statistics, CP Statistics, Mathematical Reasoning for Decision Making, or Dual Enrollment Math	

## Frequently Asked Questions about High School Mathematics:

### **What mathematics courses are required for graduation?**

Answer: The TDOE policy requires students to take a mathematics course each year while in high school to complete a four-credit core that must include Algebra I, Geometry, and Algebra II (or the equivalent of these courses) and one advanced math course. Students must be enrolled in a mathematics course each school year. See the TBR and UT list of courses to identify accepted math courses for college entrance requirements.

### **What math course should students take after completing Algebra II?**

Answer: Currently, many students have access to STEM (Science, Technology, Engineering, & Mathematics) focused courses such as Pre-Calculus, Applied Mathematical Concepts, Bridge Math, Calculus, College-Prep Statistics, or an Advanced Placement or Dual Enrollment course. These options will still be available to any student who wishes to take them according to local school board policy. Note:

Courses such as AP Physics and Computer Science can count as a 4th year math course, but Physics cannot count as a math AND science credit.

### **What is Bridge Math?**

Answer: The Bridge Math course is designed for students who have not scored 19 or higher on the ACT mathematics subtest or 460 on the SAT mathematics subtest by the beginning of the senior year. It is intended to “mirror” the content in a developmental math course at the college level.

### **What is Mathematical Reasoning for Decision Making?**

Answer: Mathematical Modeling for Decision Making is designed for students who plan on 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. Students choosing this course 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.

### **Can students earn 2 credits in math in one year?**

Answer: Yes, provided the proper mathematics sequence is followed and that the student has departmental approval.

### **If a student earns 4 math credits in 3 years (non-middle school), does he/she need to take an additional year of math the senior year?**

Answer: Students may earn multiple math credits in one year, but they must still complete a math course each year they are enrolled in high school. These students will graduate with a number of credits well above the minimum required for graduation.

### **What is the difference between a traditional high school pathway (Algebra I, Geometry, Algebra II) and the integrated pathway (Integrated I, II, III)?**

Answer: The difference in the two pathways is how the standards are organized into the three courses. For example, in the traditional pathway, the geometry conceptual category is its own course. In the integrated pathway, there are geometry standards present in all three courses. The integrated pathway intends for connections across all conceptual categories to be made, as standards from all conceptual categories are present in each of the three courses. By doing so, the coherence of studying mathematics across the various domains in K-8 is preserved.

### **What happens if a student transfers from (or into) a school with a different high school pathway?**

Answer: If a student has earned credit in Algebra I and transfers to a district on the integrated pathway, that student should be placed in Integrated Math II. The Algebra I credit will act as the Integrated Math I credit. If a student transfers in the middle of the year from one pathway to the other, the student should be placed in the appropriate course. For example, if a student transfers from Algebra II in the middle of the year, he should be placed in Integrated Math III. Teachers will support these students just as they do when any student transfers and there are differences in pacing, pathways, materials, etc.

### **Can Physics or AP Physics count as a student’s fourth math credit:**

Answer: Yes, a physics course can count as a student’s fourth math credit provided it is not a student’s third science credit.

## **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. These students must take 3 additional sciences credits in high school.

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.

The following chart summarizes graduation requirements as well as additional *elective* lab sciences:

<b>Biology</b>	<b>Chemistry or Physics</b>	<b>Third Lab Science for Graduation Credit</b>	<b>Additional Lab Science Electives</b>
Biology I B	Chemistry I	Biology 2	Botany/Zoology
Biology I	Chemistry I B	Honors Biology 2	Marine Ecology
Biology I (Honors)	Chemistry I (Honors)	AP Biology	Astronomy
	Physics	Scientific Research (CP/Honors)	Wildlife Principles
	Physics (Honors)	Anatomy/Physiology (CP/Honors)	
		Ecology	
		Physical Science (CP/Honors)	
		Physical Science B	
		Earth Science	
		Geology	
		Chemistry 2	
		Honors Chemistry 2	
		AP Chemistry 2	
		AP Physics C: Electricity and Magnetism	

		AP Physics C: Mechanics AP Physics 1 AP Physics 2 Physical World Concepts Microbiology Environmental Science (CP/Honors) AP Environmental Science Physics and Honors Physics Honors Organic and Biochemistry *Some CTE Course offerings will satisfy the additional lab science.	
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## **Life Sciences:**

### **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 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.

### **Biology 1A and Biology 1B:**

Biology 1A and Biology 1B is a two-term sequence course designed for students who need additional time for this state requirement. The first term, Biology 1A, is spent focusing on the diversity of organisms, interactions of organisms with their environment, chemical structure of organisms, and cellular structures, function, and reproduction. The second term, Biology 1B, focuses on genetics and heredity and the evidence of biological evolution. More time is devoted to skill and cognitive development than is possible in the one-term Biology 1 class. This course includes preparation for the state End of Course exam. The fall semester serves as an elective credit towards graduation, while the second term serves as the Biology 1 credit. Prerequisites: Biology 1A/B is based upon a combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.)

### **Biology 1A and Biology 1B (for students with a documented IEP):**

Biology 1A and Biology 1B are part of a two-semester sequence and are designed for students with a qualifying disability as documented in the IEP. Biology 1A will count toward one science credit as required for a regular diploma. Biology 1B, along with the state EOC, will count toward the Biology credit as required for a regular diploma. The two-sequence course may be taught in one year or over multiple years.

### **Biology 2:**

Biology 2 is an upper-level course for those students interested in expanding their understanding of concepts presented in Biology 1. Curriculum topics include biochemistry, cytology, genetics, animal physiology, plant physiology, and ecology. Prerequisites: Biology 1 and Chemistry 1.

### **Honors Biology 2:**

Honors Biology 2 takes the standards of Biology 2 to a much deeper level. The course is fast paced and includes time for some enrichment topics. Prerequisites: Biology 1 and Chemistry 1 and/or Department Recommendation.

### **Advanced Placement (AP) Biology:**

AP Biology is a first-year college level biology course, which follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Biology curriculum is designed to prepare students to take the College Board AP Biology test given in May of each year. The course has been audited and approved by the College Board. For schools on block scheduling, Biology 2 Honors is intended to be the first semester course that will lead into AP Biology in the spring. This course offers accelerated and in-depth coverage of biology topics in the areas of molecular and cellular biology, genetics and evolution, and organismal and population biology. Some schools may elect to offer AP Biology as a stand-alone, one-semester course. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. Prerequisites: Biology 1 and Chemistry and Biology 2 (Honors)-based on individual school requirements.

### **Microbiology:**

Microbiology examines the role of microbes in everyday life. Major topics covered include microbial cell biology, microbial genetics, microorganism's interactions in the environment, and the interactions and impact of microorganisms with humans. Prerequisites: Biology 1 and Chemistry 1. *This course requires science supervisor approval before offering.*

### **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.

### **Honors Human Anatomy & Physiology:**

Honors Human Anatomy & Physiology takes the standards of Human Anatomy & Physiology to a much deeper level. The course is fast paced and includes time for some enrichment topics. Prerequisites: Biology 1 is required; Chemistry 1 is recommended and teacher recommendation.

### **Ecology:**

Ecology enables students to develop an understanding of the natural environment and the environmental problems the world faces. Course topics include ecological principles, population dynamics, natural resources, energy resources, and human interaction with the environment. Students will develop a basic understanding of ecology as a basis for making ethical decisions. Emphasis will be placed on the local environment.

### **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/Corequisite: Algebra 1.

### **Honors Environmental Science:**

Honors Environmental Science takes the standards of Environmental Science to a much deeper level. The course is fast paced and includes time for some enrichment topics. Prerequisites/Corequisite: Algebra I.

### **Advanced Placement (AP) Environmental Science:**

AP Environmental Science is a first-year college level environment science course that follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Environmental Science course is designed to prepare students to take the College Board AP Environmental Science test given in May of each year. The course has been audited and approved by the College Board. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. Prerequisites: Biology 1, Chemistry 1 and teacher recommendation.

### **Botany/Zoology:**

Botany/Zoology is a one-unit course which surveys the major phyla of the plant and animal kingdoms. The course covers the diversity of plants and animals and emphasizes the distinguishing characteristics of each kingdom and groups within the kingdoms. The importance of plants and animals to various ecosystems will be included. Botany topics will include vascular and nonvascular plants. Zoology topics will include vertebrates and invertebrates. Prerequisites: Biology 1 and Chemistry 1.



## **Marine Ecology:**

In Marine Ecology, activities are designed to promote higher level thinking skills through inquiry and to simulate marine environmental conditions and research methods. Environmental issues are used to develop critical thinking skills that will equip students to make ethical decisions regarding humans and the marine environment. The course incorporates the use of lab, group and limited field activities, computer technology, and saltwater aquaria. Prerequisites: Biology 1 and Chemistry 1.

## **Wildlife Principles:**

Wildlife Principles is a one-unit course in which students apply scientific principles to solve problems. Students will be faced with decision-making in which they must choose the best alternative from several workable possibilities. Living and dead animals are used within this course. This course counts as an elective and not a science credit. Prerequisites: Completion of Biology and Physical Science or Chemistry.

## **Physical Sciences:**

### **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.

### **Physical Science A & Physical Science B:**

Physical Science A/B is a two-term sequence designed for students who need additional time for Physical Science. The basic focus of this sequence 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. More time is devoted to skill and cognitive development than is possible in the one-term Physical Science class. Physical Science A, the first course of the sequence, serves as an elective credit towards graduation, while Physical Science B, the 2<sup>nd</sup> course of the sequence, serves as a lab science credit. Prerequisites: 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. Corequisite/Prerequisite: Algebra 1

### **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.

### **Chemistry 1A and Chemistry 1B:**

Chemistry 1A and Chemistry 1B is a two-term sequence designed for students who need additional time for this state requirement. The yearlong sequence focuses on 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. More time is devoted to skill and mathematical development than is possible in the one-term Chemistry 1 class. The first semester, Chemistry 1A, serves as an elective credit towards graduation, while the second semester, Chemistry 1B, serves as the Chemistry 1 credit. Prerequisites: Algebra 1 and a combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.

### **Chemistry 2:**

The goal of Chemistry 2 is to develop an understanding of the properties of matter and the interactions of matter and energy. The course includes a more in-depth study of topics introduced in Chemistry 1, such as atomic structure, quantum theory, organic chemistry, electrochemistry, kinetic molecular theory, stoichiometry, chemical equilibrium, and thermodynamics. Student selection is based on a combination of past performance in science and mathematics, teacher recommendation, and established enrollment limits for the course. Prerequisite: Chemistry 1.

### **Honors Chemistry 2 and Advanced Placement (AP) Chemistry:**

AP Chemistry is a first-year college level chemistry course that follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Chemistry curriculum is designed to prepare students to take the College Board AP Chemistry test given in May of each year. This course has been audited and approved by the College Board. For schools on block scheduling, Honors Chemistry 2 is intended to be the first semester course that will lead into AP Chemistry in the spring. This course offers accelerated and in-depth coverage of chemistry topics in the areas of structure and states of matter, kinetic theory, chemical reactions including kinetics, and the concepts of thermodynamics. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. Prerequisites: Chemistry 1, Algebra 1 and 2 required; current enrollment in Advanced Math is strongly suggested; Chemistry 2. Or Honors Chemistry 2.

### **Honors Organic Biochemistry:**

Honors Organic Biochemistry is an introduction to organic chemistry. The course includes nomenclature, structure and reactions, in-depth treatment of biological molecules such as proteins, lipids and numerous metabolic processes such as glycolysis, gluconeogenesis and the central dogma will make up the biochemistry portion of the course. Prerequisites: Chemistry 1 and Biology 1. (Approval from the Science Supervisor is required before offering this course.)

## **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 recommended.

## **Honors Physics:**

Honors Physics is designed to meet the needs of the more academically able student. It consists of the same standards as Physics but is taught at a faster pace and goes more in-depth in order to include time for enrichment topics. The Honors level prerequisite is based upon a combination of standardized test scores, past performance in science and math, and teacher recommendations. Current enrollment in Algebra 2 or an advanced math is recommended for students in the honors course.

## **Advanced Placement (AP) Physics 1:**

AP Physics 1 is equivalent to a first semester college course in algebra-based physics. This course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; and mechanical waves and sound. It also introduces electric circuits. Prerequisites: Geometry and currently taking Algebra 2 or equivalent course.

## **Advanced Placement (AP) Physics 2:**

AP Physics 2 is equivalent to a second semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Prerequisite: AP Physics 1 or comparable introduction course in physics. Students should have taken or be concurrently taking pre-calculus or an equivalent course.

## **Advanced Placement (AP) Physics C-EM (Electricity and Magnetism):**

AP Physics C-EM is a first-year, calculus-based college level Physics course that has been audited and approved by the College Board's Advanced Placement (AP) Program. This course is equivalent to a semester-long calculus-based college course in classical Electricity and Magnetism that includes a strong laboratory component. The Physics C course requires a more advanced knowledge of mathematics than the Physics 1 or 2 course. Topics covered include electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. Prerequisites: Pre-calculus and concurrent enrollment in Calculus, Physics or Honors Physics.

## **Advanced Placement (AP) Physics C-M (Mechanics):**

AP Physics C-M is a first-year, calculus-based college level Physics course that has been audited and approved by the College Board's Advanced Placement (AP) Program. This course is equivalent to a semester-long, calculus-based college course in classical Mechanics that includes a strong laboratory component. The Physics C course requires a more advanced knowledge of mathematics than the Physics 1 or 2 course. Topics covered include the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. Prerequisites: Pre-calculus and concurrent enrollment in Calculus, Physics or Honors Physics.

## **Physical World Concepts:**

Physical World Concepts is designed to provide a strong foundation for all students taking higher-level science courses such as Advanced Chemistry, Physics, and AP Physics. Physical World Concepts will ensure that students pursuing STEM as a post-secondary major will have the necessary preparation for success in college work. An embedded mathematics strand enables students to utilize mathematical skills in much greater depth, e.g., analyzing, interpreting, articulating, assimilating, modeling, and demonstration. Prerequisite or corequisite: Algebra 1.

## **Honors Physical World Concepts:**

Honors Physical World Concepts consists of the standards of the Physical World Concepts course but moves at a faster pace, covering the topics more in-depth and leaving time for enrichment topics. The honors course is designed to meet the needs of the more academically able student. Prerequisite: Algebra 1.

## **Earth and Space Sciences:**

### **Earth and Space Science:**

The goal of Earth and Space Science is to develop an understanding of the origins and connections between the physical, chemical, and biological processes of the earth systems. The focus of the course will be matter, energy, crystal dynamics, cycles, geochemical processes, and time scale to understand the events within the earth system.

### **Geology:**

Geology explores the origins and the connections between the physical, chemical, and biological processes of the earth system. The student will investigate maps, matter and minerals, the rock cycle, geologic history, oceanography, hydrologic cycle, geologic hazards, and plate tectonics. Geology focuses on the physical aspects of the earth processes and cycles. Tennessee geologic features will also be a part of this study. Prerequisites: Biology 1 and Chemistry.

### **Astronomy:**

The goal of Astronomy is to introduce students to the concepts, theories, and laws defining the motions of the planets and the properties of the sun, moon, stars, planets, and other bodies of the heavens. Students will actively observe the day and night skies; make measurements of astronomical phenomena; create projects and models; and use computers for simulations and research. Prerequisites: Algebra 1 and Geometry.

## **Interdisciplinary Sciences:**

### **Scientific Research:**

Scientific Research is a course in which the student conducts an in-depth research project and presents his or her findings using a variety of media at local, district, regional, state and/ or national competitions and/or presentations. Two major components of the course are: 1) a technical report including sections for literature search, design, procedures, analysis of data, experimental results, conclusions, and future directions; and 2) an audio-visual presentation that is appropriate to the nature of the research and the type of audience. Research may be conducted on or off school site. Teacher recommendation required.

### **Honors Scientific Research:**

Honors Scientific Research consists of the standards of the Scientific Research course but moves at a faster pace, covering the topics more in-depth and leaving time for enrichment topics. The honors course is designed to meet the needs of the more academically able student. Prerequisite: Teacher recommendation.

### **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.

Instruction in Honors World History and Geography will substantially exceed the content standards, learning expectations, and social studies practices, as 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.

### **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 to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

### **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 to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

### **Advanced Placement (AP) World History: Modern:**

AP World History Modern begins in 1200 CE and continues to the present. Students are asked to analyze primary and secondary sources, develop historical arguments, make historical connections, and utilize reasoning about comparison causation, and continuity and change over time. Students will explore events, individuals, developments, and processes in different times and places through six themes including humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organizations, and technology and innovation.

Prerequisite: Departmental Recommendation.

### **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.

### **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.

### **Advanced Placement Comparative Government and Politics:**

AP Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. Careful

comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse.

Prerequisite: Departmental Recommendation.

### **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.

### **Advanced Placement (AP) United States History/ AP English 3 Combined:**

AP US History Combined is a two-credit course that combines Advanced Placement English 3 and Advanced Placement United States History. The English course focuses on developing sophistication and maturity in writing and critically reading and analyzing texts from American literature. The History course provides an in-depth analysis of the development of American history from the pre-Colonial period through the present. It includes a detailed examination of the political, diplomatic, intellectual, cultural, social, and economic history. Because English 3 AP is based on the survey of American literature, it is an obvious complement to the AP United States History course.

Prerequisite: Departmental Recommendation.

## **Statewide Dual Credit U.S. History**

Statewide Dual Credit U.S. History is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty in order to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit U.S History course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam ‘cut score’ receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

Prerequisite: English I and II and Departmental Recommendation

## **Advanced Placement (AP) European History:**

AP European History provides an in-depth study of the development of Western European history. The course is designed to increase the knowledge of European political, social, economic, and intellectual history of the nations of Western Europe. The student will gain a better understanding of the problems faced by people at a given time, relate these problems to the present, and attempt to find solutions. This course follows College Board guidelines and is taught at the college level.

Prerequisite: Departmental Recommendation

## **Advanced Placement (AP) European History/Honors English 2 Combined:**

This is a two-credit course that combines Advanced Placement European History and English 10 Honors. The European History course provides an in-depth analysis of the development of European history from the High Medieval period to the present. It includes an examination of the political and diplomatic, intellectual and cultural, and social and economic history of Europe. The English 10 Honors portion of the course focuses on world literature with an emphasis on analytical writing and literary analysis. Students research and discuss the historical implications that surround the works of literature while being reinforced in the actual events of history through the European History element of 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.

## **Advanced Placement (AP) Micro-Economics:**

The purpose of AP Micro-Economics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Prerequisite: Departmental Recommendation.



### **Advanced Placement (AP) Macro-Economics:**

The purpose of AP Macro-Economics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

Prerequisite: Departmental Recommendation.

### **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)

### **\*Tennessee History:**

Tennessee History is an elective course. 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.

*\*Note: This course may be offered for one-half credit or one credit.*

### **Sociology:**

Sociology is a one-half credit course. Students will explore the ways sociologists view society and how they study the social world. Students will examine culture, socialization, deviance, and the structure and impact of institutions and organizations as well as selected social problems and how change impacts individuals and societies. The standards reflect those recommended by the American Sociological Association.

### **Psychology:**

Psychology is a one-half credit course. Students will study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students will also examine the structure and function of the nervous system in humans, the processes of sensation and perception, lifespan development, and memory, including encoding, storage, and the retrieval of memory. Students will look at perspectives of abnormal behavior and categories of psychological disorders, including treatment thereof. Students will elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels. Students will examine social and cultural diversity as well as diversity among individuals. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology.

### **Statewide Dual Credit Psychology:**

Statewide Dual Credit Psychology is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty in order to ensure alignment with post-secondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Psychology course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam ‘cut score’ receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

*Prerequisite: English I and be a 10th, 11th, or 12th grade student*

### **Advanced Placement (AP) Psychology:**

AP Psychology is a one credit, semester-long course (equivalent to 90 days of instruction) and is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

*Prerequisite: Departmental Recommendation.*

### **\*World Geography:**

World Geography, different from World History and Geography, is an elective course ONLY and does not satisfy the World History and Geography graduation requirement. 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.

*\*Note: This course may be offered for one-half credit or one credit in high school. It may offered for one high school credit in middle school (8th grade).*

### **Advanced Placement (AP) Human Geography:**

The purpose of the AP Human Geography course is to introduce students to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

*Prerequisite: Departmental Recommendation.*

### **\*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 to better understand and assess significant current issues.

*\*Note: This course may be offered for one-half credit or one credit.*

### **\*African American History:**

African American History is an elective course. In African American History, students will examine the life and contributions of African Americans from the early 1600s through the contemporary United States. Students will explore the influence of geography on slavery and the growth of slavery in the U.S. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise of Jim Crow and the subsequent effects of the laws and trace the impact of African American migration through the early 20th century. Students will explore the impact of the Harlem Renaissance as well as the contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans. *This course and its standards are written in accordance with T.C.A. § 49-6-1006.*

*\*Note: This course may be offered for one-half credit or one credit.*

### **\*Ancient History:**

Ancient History is an elective course ONLY and does not satisfy the World History and Geography graduation requirement. Students will examine the social, geographic, religious, economic, and cultural aspects of major periods of ancient history from prehistoric times to 1500 CE. Students will explore the development of river valley civilizations, the Gupta Empire, the Roman Empire, Classical Greece, Islamic civilizations, American and African civilizations, and the Middle Ages through the beginnings of the Renaissance.

*\*Note: This course may be offered for one-half credit or one credit.*

### **Bible:**

Bible is a one-credit elective course. This course is a survey of the Bible with emphasis upon its historical, literary, geographical, artistic, and cultural aspects. This course offers insights into the many historical events recorded in the Bible. It treats the Bible as a great literary work in itself as well as a primary source of allusions found in countless works of literature, art, and music. The first half focuses primarily on the Old Testament and the second half on the New Testament.

*State Board of Education approval (renewal) is pending.*

### **\*Film Studies:**

Film Studies is an elective course. 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.

*\*Note: This course may be offered for one-half credit or one credit.*

*State Board of Education approval (renewal) is pending.*

### **Americans at War:**

Americans at War is a one-credit elective course. In Americans at War, students will examine the causes and consequences of the American Revolution, the War of 1812, the Mexican American War, Indian Wars, Civil

War, Spanish-American War, and World War I. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences for American life. Students will explore the causes and course of the Cold War, which led to the United States involvement in Korea and Vietnam. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since the American Revolution. 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 and secondary sources is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society that relates directly to the topic of this course.

*State Board of Education approval (renewal) is pending.*

### **Global Religions:**

Global Religions is a one-credit elective course. In Global Religions, students will study a number of the world's religions to provide a better understanding of these traditions, as well as a basic introduction to the idea of religion itself. The study of world religions is divided into geographical regions: eastern religions and western religions. Under the development of western religions, a study of Judaism, Christianity, and Islam are included. Under the development of eastern religions, a study of Hinduism, Buddhism, Daoism, and Confucianism are included. By taking a geographic approach, religions from similar areas are automatically grouped. The study of the religions will focus on the theoretical, cultural, historical, and political aspects of each religion. The course meets the requirements and expectations of the Tennessee Social Studies Practices for Grades 9-12.

*State Board of Education approval (renewal) is pending.*

### **LatinX History - Latinos in America:**

Latin X History is a one-credit elective course. Students will trace the history of Latinos in America from the 16<sup>th</sup> century to the present. This course specifically focuses on the history of Latinos in the United States. Students will analyze the development and evolution of diverse Latino identities and cultures in response to Spanish colonial policies. Students will assess the impact of U.S. expansion and imperialism on Latinos. Students will analyze the role of geography on Latino settlement and migration in the U.S. and describe the contributions of Latinos to U.S. culture and politics. Additionally, students will examine the successes of the Chicano Movement and other civil rights actions of Latinos in America. Students will consider contemporary issues confronting Latinx Americans.

*State Board of Education approval (renewal) is pending.*

### **Leadership I:**

Leadership I is a one-credit elective course. Students will begin a journey of self-discovery by identifying personal values, skills, strengths, and weaknesses, specifically as it pertains to becoming a leader. This course will be centered around students' inner journey to discover what type of leader the student currently is and will become by the end of the course. With the knowledge of personal strengths and weaknesses, students will learn how to apply the specific leadership characteristics in order to be successful in the following leadership courses and experiences. Service learning is also a major focus of the course. Students will have the opportunity to put their learning into practice through the planning of student-led service projects within the school and the community. Note - this course is listed under social studies however, any certified secondary teacher can teach this course.

*Prerequisite: None*

*The State Board of Education has approved this course through 2027.*

## **Leadership II:**

Leadership II is a one-credit elective course. Students will begin a journey of outer-discovery. This course will be centered around students' outer journey to discover how they will influence and lead other students. There are some course modules that are a review or continuation of modules learned in Leadership 1. The intention is that students build on the knowledge they gained in the prerequisite course. With knowledge of their personal strengths and weaknesses, students will apply their skills to lead others and the student body. Service learning is a major focus of the course. Students will have the opportunity to put their learning into practice through the planning of student-led service projects within the school and the community. At this level of leadership, the course content purposefully builds on what was learned in Leadership 1. Direct instruction is reduced in favor of student-led discussion, debate, and reflection. The students take greater responsibility in their own learning and application of their skills and the teacher becomes more of a guide or coach. Note - this course is listed under social studies however, any certified secondary teacher can teach this course.

*Prerequisite: Leadership I*

*The State Board of Education has approved this course through 2027.*

## **Leadership III:**

Leadership III is a one-credit elective course. Students will continue their journey of becoming a leader for life. This course will be centered around students' journey to discover how they will influence and lead others well after high school. With the knowledge of their personal strengths and weaknesses, they will apply their skills to lead others and the student body. Service learning is a major focus of the course. Students will have the opportunity to put their learning into practice through the planning of student-led projects within the school and the community. At this level of leadership, the course content is largely determined by the individual needs and goals of the students and allows more opportunity for student autonomy with the teacher as a guide and coach. Note - this course is listed under social studies however, any certified secondary teacher can teach this course.

*Prerequisite: Leadership I and II*

*The State Board of Education has approved this course through 2027.*

## **Specialized Education:**

### **Intervention (9-12):**

Intervention for students in grades 9-12 are courses designed for students with a qualifying disability as documented in the IEP. Interventions may include skill-based instruction in reading, math, prevocational, study, and/or social/emotional skills. LRE must always be considered prior to recommending these classes.

### **ELA Comprehensive Program (9-12):**

The ELA Comprehensive Program is designed for students with more severe disabilities who require a replacement of core content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for English II prior to graduation with a special education diploma. LRE must always be considered prior to recommending these classes.

### **Mathematics Comprehensive Program (9-12):**

The Mathematics Comprehensive Program is designed for students with more severe disabilities who require a replacement of core content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for Algebra I prior to graduation with a special education diploma. LRE must always be considered prior to recommending these classes.

### **Science Comprehensive Program (9-12):**

The Science Comprehensive Program is designed for students with more severe disabilities who require a replacement of core content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for Biology I prior to graduation with a special education diploma. LRE must always be considered prior to recommending these classes.

### **Mathematics Functional Math Skills:**

Math Skills is designed for 12<sup>th</sup> grade students with a qualifying disability as documented in the IEP and on a special education diploma path. LRE must always be considered prior to recommending these classes.

### **Read Functional Reading Skills:**

Reading Skills is designed for 12<sup>th</sup> grade students with a qualifying disability as documented in the IEP and on a special education diploma path. LRE must always be considered prior to recommending these classes.

### **Work-Based Learning:**

Work-Based Learning 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. These courses are recommended for students in grade twelve and in the years beyond until the school year the student turns 22.

### **Peer Tutoring:**

Peer Tutoring is designed for students who desire to give academic and social support to fellow students with a disability. Application with teacher recommendation and approval from school counselor and administrator is required. *Students may earn multiple elective credits in this course.*

### **Principles of Transition: Introduction to Self-Determination:**

Introduction to Self-Determination is designed to equip students who have an IEP with the knowledge concerning the legal rights of individuals with a disability and how to advocate for themselves in their school and community settings. Placement in this course is determined by the IEP team.

### **Principles of Transition: Focus on Adulthood:**

Focus on Adulthood is designed to equip students who have an IEP with the knowledge and skills necessary to transition into postsecondary community involvement and independent living. Through a series of in-class and out-of-class activities, students will refine their self-awareness through a discovery process and then learn

about relevant community supports and how to access them. Placement in this course is determined by the IEP team.

### **Principles of Transition: Planning for Postsecondary:**

Planning for Postsecondary is designed to provide opportunities for students who have an IEP to finalize their postsecondary transition plans and develop concrete steps necessary to transition seamlessly into postsecondary, including being an active participant in developing a summary of performance. Placement in this course is determined by the IEP team.

### **Alternate Academic Diploma Courses:**

The following courses may be used for students who have an IEP and take the state alternate assessment. A student on alternate assessment may participate in any combination of these courses regardless of special education diploma path. The following 16 courses are a *required* portion of the 22 credits needed to obtain the Alternate Academic Diploma. Standards for each course are available on the Tennessee Department of Education website at [www.tn.gov/education](http://www.tn.gov/education). In addition to these courses, students must meet other graduation requirements including ACT (may be replaced with approved transition assessments) and the Civics exam (may be replaced by a KCS modified Civics exam).

#### **Required Courses for Students to Attain an Alternate Academic Diploma**

- Alternate Academic Diploma – Algebra I
- Alternate Academic Diploma -Algebra II
- Alternate Academic Diploma –Geometry
- Alternate Academic Diploma -Applied Mathematical Concepts
- Alternate Academic Diploma -English I
- Alternate Academic Diploma -English II
- Alternate Academic Diploma -English III
- Alternate Academic Diploma -English IV
- Alternate Academic Diploma -Physical Science
- Alternate Academic Diploma -Earth and Space Science (or another lab science)
- Alternate Academic Diploma -Biology 1
- Alternate Academic Diploma -World History and Geography
- Alternate Academic Diploma -United States History and Geography
- Alternate Academic Diploma -United States Government and Civics
- Alternate Academic Diploma -Economics
- Alternate Academic Diploma -Personal Finance

### **World Language:**

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. In addition, approximately half of new job postings request applicants possess biliteracy skills. Therefore, the World Language department highly recommends any student planning

to enter a career or attend a four-year college or university continue world language study through level 3 and beyond. For this reason, students should begin World Language in grade 9, or earlier, when possible. Students who enroll in upper level and advanced academic world language courses are encouraged to apply for the Volunteer State Seal of Biliteracy (VSSB) during their senior year. See page 58 for more information about the VSSB.

Generic course descriptions for alphabetic modern languages, French, German, Russian, and Spanish appear below. Due to differences in course progressions for logographic modern languages such as Chinese, visual modern languages such as American Sign Language (ASL), and classical languages such as Latin, descriptions for these courses are listed separately. For Honors courses, only additional expectations are highlighted in the course description.

### **Modern Languages:**

Modern languages are living languages currently utilized in everyday communication by native speakers. Students of world languages will be able to communicate through interpretive, interpersonal, and presentational modes of communication. Students also gain cultural and intercultural competencies through thoughtful examination of target culture products, practices, and perspectives in comparison to one's own culture. The Tennessee World Language Standards (2017) and the American Council on the Teaching of Foreign Languages (ACTFL) recommend instruction in a modern language occur in the target language at least 90% of the time. Therefore, instruction in modern language classes occurs mostly in the target language. Teachers use various instructional strategies which make input comprehensible to support and build students' understanding in the target language.

### **Alphabetic Modern Languages:**

#### **Level 1: French, German, Russian, Spanish:**

Level 1 Modern Languages are recommended for students in the ninth grade. Students who successfully completed a Level 1 for high school credit course in 8th grade should enroll in Level 2 of the same language in 9th 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, German, Russian, 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 who successfully completed a Level 1 Honors for high school credit course in 8th grade should enroll in Level 2 Honors of the same language in 9th grade. Students must earn two sequential credits in the same language to meet graduation requirements. *Prerequisite: Teacher recommendation.*

#### **Level 2: French, German, Russian, 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, German, Russian, 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: Successful completion of Level 1 Honors of the same language, or successful completion of Level 1 of the same language and teacher recommendation.*

## **Level 3: French, German, Russian, Spanish:**

Level 3 world language is recommended for any student planning to enter a career or attend a four-year college or university. The goal for Level 3 students is to perform at the beginning stages of the Intermediate Mid proficiency level across the three modes of communication and demonstrate cultural and intercultural competency in the Intermediate range. *Prerequisite: Successful completion of Level 2 of the same language.*

## **Level 3 Honors: French, German, Russian, Spanish:**

The Level 3 Honors program is highly recommended for students who intend to apply for the Seal of Biliteracy and/or enroll in advanced academic world language courses. In addition to Level 3 requirements, the goal for Level 3 Honors students is to perform at the Intermediate High proficiency level. Enrolling in a Level 3 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. Prerequisite: Successful completion of Level 2 Honors of the same language, or successful completion of Level 2 and teacher recommendation.*

## **Level 4 Honors: French, German, Russian, Spanish:**

Level 4 Honors is highly recommended for students who intend to apply for the Seal of Biliteracy and/or enroll in advanced academic world language courses. The goal for students enrolled in a Level 4 Honors class is to perform at the Advanced Low proficiency level. Students will demonstrate Advanced range cultural and intercultural competencies. Enrolling in a Level 4 Honors world language class is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. *Prerequisite: Successful completion of Level 3 Honors of the same language, or successful completion of Level 3 and teacher recommendation.*

## **Advanced Placement (AP): French, German, Spanish:**

AP world language is recommended for students who demonstrate a minimum of Advanced Low proficiency in an alphabetic modern language and for students who intend to apply for the Honors Seal of Biliteracy. This course is for students who are motivated to intensely study the language in preparation for the Advanced Placement examination. This course should not be taught in combination with any other world language course. *Prerequisite: Successful completion of Level 4 Honors or teacher recommendation.*

## **Logographic Modern Languages:**

### **Chinese 1:**

Chinese 1 is recommended for students in the ninth grade. Students who successfully completed Chinese 1 or Chinese 1 Honors for high school credit in 8th grade should enroll in Level 2 Honors in 9th grade. The instructional focus for a modern logographic language is communication. The goal for students in Level 1 is to perform at the Novice Mid proficiency in the three modes of communication. Students demonstrate cultural

and intercultural competency in the Novice range. Students must earn two sequential credits in the same language to meet graduation requirements.

### **Chinese 1 Honors:**

In addition to Level 1 requirements, more emphasis is placed on character recognition and spontaneous responses rather than prepared responses in Chinese 1. 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.*

### **Chinese 2 Honors:**

The goal for students in Chinese 2 Honors is to perform at the Novice High proficiency in the three modes of communication. Students will demonstrate cultural and intercultural competency in the Novice range. Emphasis is placed on character recognition and spontaneous responses rather than prepared responses. . 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: Successful completion of Level 1 Honors, or successful completion of Level 1 and teacher recommendation.*

### **Chinese 3 Honors:**

Honors Chinese 3 is highly recommended for students who intend to apply for the Seal of Biliteracy and/or enroll in advanced academic world language courses. In addition to Level 3 requirements, students enrolled in a Level 3 Honors class perform at the Intermediate Mid proficiency level. Enrolling in a Level 3 Honors world language class is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. *Prerequisite: Successful completion of Level 2 Honors and teacher recommendation.*

### **Chinese 4 Honors:**

Honors Chinese 4 is highly recommended for students who intend to apply for the Seal of Biliteracy and/or enroll in advanced academic world language courses. The goal for students enrolled in a Level 4 Honors class is to perform at the Intermediate High proficiency level in communication. Students will demonstrate Advanced range proficiency in cultural and intercultural competencies. Enrolling in a Level 4 Honors world language class is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. *Prerequisite: Successful completion of Level 3 Honors and teacher recommendation.*

### **Advanced Placement (AP) Chinese:**

AP Chinese is recommended for students who demonstrate a minimum of Intermediate High proficiency in the language, and for students who intend to apply for the Honors Seal of Biliteracy. This course is for students who are motivated to intensely study the language in preparation for the Advanced Placement examination. This course should not be taught in combination with any other course. *Prerequisite: Successful completion of Level 4 Honors and Teacher recommendation.*

## **Visual Modern Languages:**

### **American Sign Language (ASL) 1:**

ASL 1 is recommended for students in the ninth grade. In visual language, thoughts and ideas are expressed through three-dimensional visual communication by using combinations of handshapes, palm orientations, and movements of the hands, arms, and body. In communication, students will demonstrate Novice Mid proficiency in the interpersonal (interactive) mode, Novice High proficiency in the interpretive listening (receptive) mode, Novice Mid proficiency in interpretive reading (fingerspelling), Novice Mid in the presentational speaking (expressive) mode, and Novice Low in presentational writing (glossing). Students will demonstrate Novice range cultural and intercultural competency. Students must earn two sequential credits in the same language to meet graduation requirements.

### **American Sign Language (ASL) 2:**

In ASL 2, students will demonstrate Novice High proficiency in the interpersonal (interactive) mode in the communication, Intermediate Low proficiency in the interpretive listening (receptive) mode, Novice High proficiency in interpretive reading (fingerspelling), Novice High in the presentational speaking (expressive) mode, and Novice Mid in presentational writing (glossing). Students will demonstrate Intermediate range cultural and intercultural competency. *Prerequisite: Successful completion of Level 1.*

### **American Sign Language (ASL) 3:**

In ASL 3, students will demonstrate Intermediate Low proficiency in the interpersonal (interactive) mode in communication, Intermediate Mid proficiency in the interpretive listening (receptive) mode, Intermediate Low proficiency in interpretive reading (fingerspelling), Intermediate Low in the presentational speaking (expressive) mode, and Novice High in presentational writing (glossing). Students will demonstrate Intermediate range cultural and intercultural competency. *Prerequisite: Successful completion of Level 2.*

### **American Sign Language (ASL) 4:**

In ASL 4, students will demonstrate Intermediate Low proficiency in the interpersonal (interactive) mode in communication, Intermediate Mid proficiency in the interpretive listening (receptive) mode, Intermediate Low proficiency in interpretive reading (fingerspelling), Intermediate Low in the presentational speaking (expressive) mode, and Intermediate Low in presentational writing (glossing). Students will demonstrate Advanced range cultural and intercultural competency. *Prerequisite: Successful completion of Level 3.*

## **Classical Languages:**

Classical languages are ancient languages which influenced civilization over an extended period of history. The enduring influence of a classical language on cultural traditions usually produces a large collection of texts. Classical languages provide insight into modern languages and cultures. The instructional focus for a classical language course is the interpretive mode of communication. However, students also develop presentational speaking proficiency and interpretive listening proficiency in the course of study.

### **Latin 1:**

Latin 1 is recommended for students in the ninth grade. Students who successfully completed Latin 1 course for high school credit in 8th grade should enroll in Level 2 of the same language in 9th grade. Students will

perform at the Novice High proficiency level in interpretive reading. Students will perform at the Novice Mid proficiency level in interpretive listening and in presentational writing. Students will communicate at a Novice Low proficiency in presentational speaking. In addition, students will demonstrate cultural and intercultural competency in the Novice range. Students must earn two sequential credits in the same language to meet graduation requirements.

### **Honors Latin 1:**

In addition to the Latin 1 requirements, students in Honors Latin 1 will perform at the Novice High proficiency level in interpretive listening and in presentational writing. Students will communicate at a Novice Mid proficiency in presentational speaking. Students will develop comprehensive analysis and critical thinking skills and use those skills to explore texts. Enrolling in Honors Latin 1 is the first step toward future success in upper-level courses and the pursuit of the Seal of Bilingual Proficiency. Students must earn two sequential credits in the same language to meet graduation requirements. *Prerequisite: Teacher recommendation.*

### **Latin 2:**

In Latin 2, students will perform at the Intermediate Low proficiency level in interpretive reading and in presentational writing. Students will perform at the Novice High proficiency level in interpretive listening. Students will communicate at a Novice Low proficiency in presentational speaking. In addition, students will demonstrate cultural and intercultural competency in the Intermediate range. *Prerequisite: Successful completion of Latin 1.*

### **Honors Latin 2:**

In addition to Latin 2 requirements, students in Honors Latin 2 will perform at the Intermediate Low proficiency level in interpretive listening and in presentational writing. Students will communicate at a Novice High proficiency in presentational speaking. Students will continue to develop comprehensive analysis and critical thinking skills and use those skills to explore texts. Enrolling in Honors Latin 2 is a step toward future success in upper level courses and the pursuit of the Seal of Bilingual Proficiency. *Prerequisite: Successful completion of Latin 1 Honors, or successful completion of Level 1 and teacher recommendation.*

### **Latin 3:**

Latin 3 is recommended for any student planning to attend a four-year college or university. Students will perform at the Intermediate Mid proficiency level in interpretive reading and presentational writing. Students will perform at the Intermediate Low proficiency level in interpretive listening. Students will communicate at a Novice Mid proficiency in presentational speaking. In addition, students will demonstrate cultural and intercultural competency in the Advanced range.

### **Honors Latin 3:**

Honors Latin 3 is highly recommended for students who intend to apply for the Seal of Bilingual Proficiency and/or enroll in advanced academic world language courses. In addition to Latin 3 requirements, students will perform at the Intermediate Mid proficiency level in interpretive listening and in presentational writing. Students will communicate at an Intermediate Low proficiency in presentational speaking. Students will continue to develop comprehensive analysis and critical thinking skills and use these skills to explore texts in preparation for advanced coursework. Enrolling in Honors Latin 3 is a step toward future success in upper-level courses and the pursuit of the Seal of Bilingual Proficiency. *Prerequisite: Teacher recommendation.*

### **Honors Latin 4:**

Students enrolled in a Level 4 Honors class perform at the Intermediate High proficiency level in interpretive listening and reading and in presentational writing. Students will demonstrate Intermediate Low proficiency in presentational speaking. Students will also demonstrate cultural and intercultural competency in the Advanced range. Students will continue to develop comprehensive analysis and critical thinking skills and use these skills to explore texts in preparation for advanced coursework. Enrolling in Honors Latin 4 is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. *Prerequisite: Teacher recommendation.*

### **Advanced Placement (AP) Latin:**

AP Latin is recommended for students who demonstrate a minimum of Intermediate High proficiency and who intend to apply for the Honors Seal of Biliteracy. This course is for students who are motivated to intensely study the language in preparation for the Advanced Placement examination. Students will translate and complete in-depth analysis of Vergil's Aeneid and Caesar's De Bello Gallico. This course should not be taught in combination with any other course. *Prerequisite: Teacher recommendation.*

### **Heritage Modern Languages:**

Students already proficient in their home language should enroll in an additional world language. Heritage Language courses are designed for students who may have some degree of proficiency in their heritage language but need to improve their literacy skills to be considered proficient in language. For example, the heritage language is spoken in their home to some degree but has not been the student's language of education, or the language is the language of education in their country of origin but is not spoken in the home. While heritage language courses focus more on literature, the progression is designed to allow students to enter non-heritage courses of the same language at any point in the progression to pursue advanced academics in the language. Students should be encouraged to pursue the Volunteer State Seal of Biliteracy (VSSB). See page 48 for detailed information on the VSSB.

### **Heritage Spanish 1:**

Students eligible for Heritage Spanish 1 may not be able to fully express their ideas either orally or in writing. This course lays the foundation for literacy in the student's heritage language. Heritage Spanish 1 follows the proficiency standards for Spanish 1 with additional emphasis on the cultural values of diverse Hispanic/Latinx communities. Students develop cultural and intercultural competencies and explore the complexities of identity in various cultural contexts. Upon successful completion of the class, students may progress to Heritage Spanish 2, Spanish 2, or Spanish 2 Honors.

### **Heritage Spanish 2:**

Heritage Spanish 2 follows the proficiency standards for Spanish 2 with additional emphasis on literacy across disciplines. Students continue developing cultural and intercultural competencies and exploring the nuances of identity in various cultural contexts. Upon successful completion of the class, students may progress to Spanish 3, or Honors Spanish 3. *Prerequisites: successful completion of Heritage Spanish 1 or demonstration of the appropriate proficiency through an acceptable language proficiency assessment including teacher recommendation.*

Pursuant to State Board of Education Rule [0520-1-3-05](#) (6)(a)3. Foreign Language:

**Procedure for documenting the World Language graduation requirement for students who are native speakers of languages other than English is as follows:**

Students with secondary transcripts showing coursework in their native language may have those language course credits transferred to their Knox County high school transcript regardless of the native language. For example, a student from China with a secondary transcript showing two years of coursework in Chinese (their native language), may have those two years of Chinese transferred to their Knox County high school transcript and meet the requirements for foreign language.

Students with secondary transcripts indicating only one year of coursework in their native language may have one year of credit in that language transferred to their Knox County high school transcript. The second year of foreign language can be documented "Proficient" on the transcript, either by a qualified examiner or by a KCS Knox County teacher, depending on whether the language is offered by Knox County (see below).

**Procedure for determining placement of heritage speakers of other languages in WL classes:**

- WL teacher(s) conducts initial interview to determine appropriate Level EOC to administer to the student.
- The student takes the appropriate level EOC. (This will usually be the Level 1 EOC.)
- If the student passes the EOC, the student receives "P" for *Proficient* on transcript for the tested level(s); no credit is awarded.
- Teacher obtains a Speaking sample and a Writing Sample from the student.
- Student placement in a WL course will be determined by the WL teacher(s) of the tested language based on the EOC score, the Speaking and Writing Sample, and the initial interview.

**\*For students with language credits on a transfer transcript, please refer to the *Procedure For Documenting the Foreign Language Graduation Requirement for Students Who Are Native Speakers of Languages Other Than English* above.**

**For students whose heritage language is a language credit that is NOT offered by Knox County (or if it is offered in Knox County, but not at the school in which the student enrolls):**

Students may receive world language credits and thus meet the graduation requirement in any of the following ways:

- Have two language credits on their transcript:
- Take two credits of a language other than their native language or English in high school.
- Be assessed by a qualified examiner for intermediate level proficiency in a language. The examiner must complete the Knox County form for Documenting Proficiency. Any level that a student places out of will be entered on the transcript as "Proficient", however NO credit will be given, and it will not be included in the grade point average. All costs involved with the test are the student's responsibility.

**For students whose native language IS offered by Knox County, please follow the steps below:**

- Counselor will coordinate with the Foreign Language teacher who will determine the student's proficiency level;

- The Foreign Language teacher will administer the EOC and also assess the student’s written and oral production in the language. The teacher will determine the student’s proficiency compared to the second year expectations;
- After the administration of the EOC, the Foreign Language teacher will return the test to the testing coordinator/designee and share the results with the counselor. The teacher should fill out the KCS form for “Documenting Proficiency for Foreign Language Graduation Requirements” and give it along with the EOC to the counselor. These forms are to be placed in the student's CR;
- Any level that a student places out of will be entered onto the transcript as “Proficient” by the counselor/registrar. No credit will be given for the course(s) and it will not be included in the grade point average. Example for transcript: “Proficient through the 3<sup>rd</sup> level of Spanish.”

Any student proficient in a language other than English may fulfill the world language requirement by demonstrating proficiency equivalent to level 2 requirements in the language. If the language is offered by Knox County Schools, the student will be required to pass a corresponding EOC exam, which tests proficiency in the three modes of communication, for the level which the student is challenging. If the student is fluent in a language that is not offered by KCS, it is the responsibility of the parent or guardian to arrange (and pay) for the student to pass a proficiency exam by a reputable world language provider or translation service. Students who demonstrate a minimum equivalency of level 2 proficiency in the assessed language will fulfill the graduation requirement; however, credit is not earned. No credit is awarded for proficiency testing.

### **Freshman Seminar:**

The Freshman Seminar course is a transition course for ninth grade students to prepare them for success in the Knox County High Schools. By design, the course provides new high school students with an orientation experience where they learn more about their interests and aptitudes; learn important study, life, and professional skills; and develop their knowledge about postsecondary pathways for college and careers. A portion of the course is customized around the career pathways students can access in high school. Through a blended learning experience, students will explore careers and gain a better understanding about them. They will also learn about the courses in the pathway that lead to the different careers. Freshman Seminar allows students dedicated time to focus on their future, understand what it takes to be successful in high school, post-secondary education, and in the workforce.

## APPENDIX

Governor’s School Letter for Accepting Credit.....	201
Driver Education Summer School Letter for Accepting Credit.....	202
Middle School Honors Program Placement Criteria.....	203
Teacher Justification Form for Student Placement in an Honors Course.....	205
Sample Academic Release Form.....	206
Additional Intervention Information for Middle and High School.....	207
Credit Recovery.....	209
World Language/Fine Arts Requirement Waiver.....	210
Regional Support Structure.....	211



## Sample Governor's School Letter (School Letterhead)

To: Students Accepted to Governor's School and Parents of Students Accepted to Governor's School  
Re: **College Credit for Governor's School Coursework**

As part of the Governor's School curriculum, some participating students **may** have the opportunity to earn college credit from the college at which they are attending Governor's School. This college credit may be included on the high school transcript as a dual enrollment credit and calculated into the student's GPA. For this to occur, Knox County Schools' policy requires that, **prior** to attending Governor's School, the student must request from the high school principal that the dual enrollment grade(s) earned be listed on the transcript.

If the student **does not** request the dual enrollment Governor's School credit be on the transcript prior to attending Governor's School, the credit will NOT be listed on the high school transcript and the grade will not be calculated into the student's high school GPA. If the student **does** request the dual enrollment credit be on the transcript, then the credit will be on the transcript and the grade will be calculated into the student's GPA. *Regardless of whether the credit is on the transcript, a student may always request that a separate transcript from the Governor's School college be sent as a part of the student's college application process.*

NOTE: It is the responsibility of the student to understand what course(s) he/she will be taking at Governor's School, and to contact the Governor's School for the most up to date information. Not all Governor's Schools offer dual enrollment credit.

\_\_\_ Yes, I request the college credit earned at Governor's School be included on my high school transcript. I understand that the grade earned will be included on my high school transcript and it will be calculated into my high school cumulative GPA.

\_\_\_ No, I do not want the Governor's School college credit included on my high school transcript. I understand that the grade earned will NOT be included on my transcript nor will it be calculated into my cumulative high school GPA.

Student's printed name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent's printed name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please Note:** This form must be submitted to the student's counselor prior to attending Governor's School. Once Governor's School begins, there is not an option to change this request.

Instructors Name: \_\_\_\_\_

# Summer School Driver Education

Summer school Driver Education will be a PASS or FAIL only course (1/2 credit) unless you check the box below:

I understand by checking this box, a numeric grade will be assigned for Driver Education (1/2 credit) course, and I acknowledge that this will be included in my child's GPA.

Student Name: \_\_\_\_\_

Base High School: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **MIDDLE SCHOOLS HONORS PROGRAM PLACEMENT CRITERIA**

As with any academic programming, decisions need to be made based on multiple sources of information including previous academic history, formal and informal assessment scores, and teacher, parent/guardian, and counselor observations. While these indicators provide a starting point for the discussion, no decision should be made on a single indicator and a team should recommend the best placement for each student based on the needs of the individual student.

To assure multiple pathways for honors, a suggested placement guideline is below. It is our desire that every child have the opportunity to take an Honors or AP class before they graduate.

\*Recommendations are only the suggested placement by the current teacher based on provided criteria from the KCS district and school. Final placement will be determined by the receiving school. Schools should have a process in place to address requested recommendation changes.

### **GRADE SIX**

Mathematics:

- At least 85% on TCAP/Standardized test or TVAAS predicted %.
- Fifth grade teacher must complete justification form for recommendation of honors program if the student does not meet the above criteria and then send the form to the receiving middle school;
- For students with no data, an Honors Math placement test shall be given. An 85% or above is required.

Reading/Language Arts, Science and Social Studies:

- At least 85% on TCAP/Standardized test or TVAAS predicted %;
- Fifth grade teacher must complete a justification form for recommendation of honors program if the student does not meet the above criteria and then send the form to the receiving middle school.

### **GRADE SEVEN AND EIGHT**

Mathematics:

- At least 85% on TCAP/Standardized test or TVAAS predicted %;
- Cumulative grade average of C or better if previously enrolled in honors Math;
- Teacher must complete justification form for recommendation of honors program if the student does not meet the above criteria;
- For students with no data, an Honors Math placement test shall be given. An 85% or above is required.

Algebra I:

- At least 85% on TCAP/Standardized test or TVAAS predicted %;
- Cumulative grade average of C or better if previously enrolled in honors Math;
- Teacher must complete justification form for recommendation of honors program if the student does not meet the above criteria;

Science/Physical Science:

- At least 85% on TCAP/Standardized test or TVAAS predicted %;
- Cumulative grade average of C or better if previously enrolled in honors Science;
- Teacher must complete justification form for recommendation of honors program if the student does not meet the above criteria;
- Enrollment in Algebra I is a requisite for Physical Science.

Reading/Language Arts:

- At least 85% on TCAP/Standardized test or TVAAS predicted %;
- Cumulative grade average of C or better if previously enrolled in honors Reading/Language Arts;
- Teacher must complete justification form for recommendation of honors program if the student does not meet the above criteria;

Social Studies:

- At least 85% on TCAP/Standardized test or TVAAS predicted %;
- Cumulative grade average of C or better if previously enrolled in honors Social Studies;
- Teacher must complete justification form for recommendation of honors program if the student does not meet the above criteria;

## Teacher Justification for Student Placement in Honors Course

*Please complete this form to recommend a student for Honors that does not meet the normal requirements. Form should be sent to the next year's school for review.*

**Student's Name:** \_\_\_\_\_ **Current School:** \_\_\_\_\_

**Next Year School:** \_\_\_\_\_

**Honors Course for which you are recommending the student:**

**Honors English** \_\_\_\_\_ **Honors Social Studies** \_\_\_\_\_ **Honors Science** \_\_\_\_\_ **Honors Math** \_\_\_\_\_

**Current Grade in class:** \_\_\_\_\_

Category	Top 5%	Above Average	Average	Below Average	No basis for Judgment
Academic Achievement					
Motivation/Self-Discipline					
Quality of Writing					
Intellectual Promise					
Ability to work with others					
Overall					

**Comments:**

**Please Check One:**     \_\_\_\_\_ **Recommend**                     \_\_\_\_\_ **Do Not Recommend**

**Teacher Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher Email:** \_\_\_\_\_

## PARENTAL REQUEST FOR AN ACADEMIC RELEASE

Academic data and performance records are used for placing students in the appropriate level of courses. Because these placements are believed to be the ones that will provide students with the greatest opportunity for academic success, requests for changes should seriously be weighed by the parent/guardian. However, if a parent/guardian feels that such a change needs to be considered, this academic override request must be completed.

Submission of this form does not guarantee a class change. Administration will subsequently review the requested change and contact you if additional information regarding the change is needed.

I, the undersigned parent/guardian of \_\_\_\_\_ request that he/she be enrolled in the course listed below during the school year at (School Name Here).

I am aware of the possible educational implications of this request since it is contradictory to the recommended course level indicated by his/her academic performance and potential thus far. I take full responsibility for this decision if the request is granted and understand that he/she may be required to remain in the assigned class until the end of the term and that additional academic support may have to be provided by me for my child to be successful.

Any student requesting to be placed in honors without meeting approved criteria, if approved by the Principal, will not be permitted to change his/her schedule back to the original placement after the first two weeks of the school year.

Course/Level Change Requested:

From: \_\_\_\_\_

To: \_\_\_\_\_

Reason for request: (if more space is needed, attach separate sheet)

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number(s) : \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

---

---

---

\_\_\_\_\_ Approved      \_\_\_\_\_ Not Approved

## **Additional Intervention Information for Middle School and High School**

### **Middle School**

Tier 2 is in addition to Core Instruction. Tier 2 requires high-quality intervention matched to students' needs and is provided by highly trained personnel. Tier 2 intervention must be at least thirty minutes daily in the area of deficit. It is recommended that the majority of the intervention is taught through direct instruction so intentional teaching strategies are used to pinpoint specific skill gaps for students. For those doing a computer program, students should still have daily interaction with a teacher who can hold them accountable and further assist students in closing the gap. At the middle school level, Tier 2 math intervention which may consist of Individualized Learning Plans that meet the students' math skill gaps utilizing direct instruction paired with digital resources. Schools may choose the most appropriate intervention program with a choice selection from the RTI<sup>2</sup> department for Tier 2 Reading.

Tier 3 intervention is in addition to Tier 1 and provides extra help to students who have not made adequate progress with Tier 2 interventions or who are significantly below grade level in math, reading and/or writing skills. Tier 3 interventions are provided by highly trained professionals and are more explicit and more intensive than Tier 2 interventions. Tier 3 intervention must be at least forty-five minutes daily in the area of deficit. Students at this level should receive daily, intensive, small group, or individualized intervention targeting specific area(s) of deficit. The most effective way to do this is through direct instruction. Schools may choose the most appropriate intervention program for students' needs from a choice selection from the RTI<sup>2</sup> Department. Tier 3 math may consist of Individualized Learning Plans that meet the students' math skill gaps utilizing direct instruction paired with digital resources.

### **High School**

Tier 2 requires high-quality intervention matched to students' needs and is provided by highly trained personnel. Tier 2 intervention must be at least thirty minutes daily in the area of deficit. It is recommended that the majority of the intervention is taught through direct instruction with intentional teaching strategies used to pinpoint specific skill gaps for students. At the high school level, Tier 2 math intervention may consist of Individualized Learning Plans that meet the students' math skill gaps utilizing direct instruction paired with digital resources. Schools may choose the most appropriate intervention program from a choice selection from the RTI<sup>2</sup> department for Tier 2 Reading.

Tier 3 intervention is in addition to Tier 1 and provides extra help to students who have not made adequate progress with Tier 2 interventions or who are significantly below grade level in math, reading and/or writing skills. Tier 3 interventions are provided by highly trained professionals and are more explicit and more intensive than Tier 2 interventions. Tier 3 intervention must be at least forty-five minutes daily in the area of deficit. Students at this level should receive daily, intensive, small group, or individualized intervention targeting specific area(s) of deficit. The most effective way to do this is through direct instruction. For those doing a computer program, students should still have daily interaction with a teacher who can hold them accountable and further assist students in closing the gap. At the high school level, Tier 3 math may consist of Individualized Learning Plans that meet the students' math skill gaps utilizing direct instruction paired with digital resources. Schools may choose the most appropriate intervention program from a choice selection from the RTI<sup>2</sup> department for Tier 3 Reading.

## Credit Recovery

Knox County Schools offers many opportunities for students to recover credits lost due to transferring schools, failing courses, and other extenuating circumstances. Below is a list of opportunities:

1. **Summer Recovery Credit:** Students attend Summer Recovery Credit in the month of June. Enrollment is completed through the counseling department, and the students complete recovery credit through Edgenuity, the on-line learning platform used by Knox County Schools. Students can also complete a packet provided by the teacher of record to recover the credit. The teachers who oversee Summer Recovery Credit will keep a record of students who complete courses and submit it to the school principal or designee who will, in turn, submit it to the school registrar to record on the student transcript. Any credit recovered will result in a grade of a 60%. A student can take a class for new credit and receive the grade earned in Edgenuity.
2. **January Blitz:** Students who are unsuccessful in the first semester may participate in January Blitz provided the student failed the class with a 55 or higher and the teacher of record agrees to allow the student to participate. The teacher of record will develop a packet of work that will determine whether the student gains mastery of the curriculum. The Blitz sessions run before and/or after school during the month of January. Any credit recovered will result in a grade of a 60%.
3. A student can take a recovery credit class during the school year. The student is to be enrolled in the Edgenuity class (1EDGNTY99) for 0 credit and no grade. The credit and grade will be awarded on the transcript when the student recovers the credit. For example: A student is enrolled in Edgenuity and is taking English II. The student completed the course and was awarded a 60%. The transcript will read: English II <sub>(rec)</sub> - 60. The previous English II grade will be designated on the transcript with an “\*” symbol and excluded from GPA calculation. The failed course is not to be removed from the transcript.
4. Additionally, a student can take a recovery credit class during the school year through Skills for Post-Secondary Readiness (619300000). Not only will the student work on recovering the credit through Edgenuity, but will also receive instruction on study skills, time management skills, and various other life skills. The student will receive a grade and a credit in Skills for Post-Secondary Readiness and will also receive a 60% and a credit for the recovered course. **Note: A student may only take Skills for Post-Secondary Readiness as a means of recovering a class one time in his/her high school career.**
5. A student can recover a class by repeating the course in a succeeding semester. The student will take the entire class for new credit. At the end of the course, the student will get the higher of the 2 grades. If the student fails it a second time and then repeats the course through credit recovery, only one “F” will not count towards the student’s GPA and the other “F” will factor into the GPA.

**Note:** A student may only recover credits through Edgenuity if the student failed the course with a 50% or higher.



## Request to Waive World Language/Fine Art Requirement

Knox County students will pursue a focused program of study preparing them for postsecondary education. In order to be admissible to most four-year universities, students must complete two credits of the same World Language and one credit of Fine Art.

In exceptional circumstances, and at the parent/guardian's request, high schools may waive the World Language and Fine Art requirement in order to expand and enhance the student's Elective Focus. This waiver would only impact the student's high school requirements; Knox County Schools personnel have no role in determining admission requirements to any postsecondary institution but may provide parents and students with information regarding admission requirements to a variety of postsecondary opportunities.

As the parent/guardian of \_\_\_\_\_, I request that the Knox County Schools requirement checked below be waived in order for my son/daughter to expand and enhance their Elective Focus:

- 2 Credits of World Language
- 1 Credit of Fine Art

I understand that by waiving this requirement, my son/daughter may not be admissible to four-year colleges and universities. Waiving the University Admission requirement does not rule out the possibility of enrollment at a two-year community college, a Technology Center or other vocational training.

\_\_\_\_\_  
Parent/Guardian Signature                      Date

\_\_\_\_\_  
Student Signature                                      Date

\_\_\_\_\_  
Counselor Signature                                      Date

\_\_\_\_\_  
Administrator Signature                                      Date

## Regional Support Structures

	<b>Region 1</b>	<b>Region 2</b>	<b>Region 3</b>	<b>Region 4</b>	<b>Region 5</b>
<b>School Supervision</b>					
<b>Regional Director</b>	<b>Danny Trent</b>	<b>Nathan Langlois</b>	<b>Megan O'Dell</b>	<b>Cindy White</b>	<b>Dexter Murphy</b>
<b>Regional Supervisor</b>	<b>Shelly Maddux</b>	<b>Christy Dowell</b>	<b>Tommy Watson</b>	<b>Adam Parker</b>	<b>Sallee Reynolds</b>
<b>Core Academics</b>					
<b>Science</b>	<b>Trudy Rogers</b>	<b>Rachel Cox</b>	<b>Megan Bumette</b>		<b>Andrea Berry</b>
<b>Math</b>	<b>Gary Petko</b>	<b>Meredith Whaley</b>	<b>Dustin DeArmond</b>	<b>Shayna Holmes Susan Feliu</b>	<b>Anne Stinnett Kelly Dugger</b>
<b>Social Studies</b>	<b>Angie Maxey</b>	<b>Dean Burris</b>	<b>Kristi Letsinger</b>	<b>Kristin Risdahl</b>	<b>Katherine Shultz</b>
<b>ELA (6-12)</b>	<b>Angela Taylor</b>	<b>Linda Perry</b>	<b>Eric Johnson</b>		<b>Riley Brewer</b>
<b>Reading (K-5)</b>	<b>Danielle Hamilton</b>		<b>Julie Cabbage</b>	<b>Krista Lee</b>	<b>Sarah Kosak</b>
<b>Student Success</b>					
<b>Special Education</b>	<b>Mollie Seay, Joe Book, Libba Greene, Kristi Ramsey, Karah Depew</b>	<b>Lisa Ross, Sheena Rauff, Berlande Gibson, Kristi Ramsey</b>	<b>Daphne Odom, Sherry Bennett, Lynette Kegley, Amanda Barber</b>	<b>Kristi Phillips, Lisa Judgens, Angela Williams, Carolyn Hamm</b>	<b>Michelle Flynn, Carrie Baughman, Elena Smith, Kelly Jones</b>
<b>ELL</b>	<b>Hannah Oesch</b>	<b>Jamie Wolfe</b>	<b>Tamara Ballast</b>	<b>Lisa Clark</b>	<b>Inna Slisher</b>
<b>RTI</b>	<b>Peggy Burkey</b>	<b>Jan Coopwood</b>	<b>Ashley Hurst, Beth Underwood</b>	<b>Tammy Farmer</b>	<b>Paula Sarver, Judy Fugate</b>

Contact Kara Riley at 865-594-1710 concerning Region 1 & 2 questions/information  
 Contact Shaye O'Neal at 865-594-1755 concerning Region 3 & 4 questions/information  
 Contact Jennifer King at 865-594-1535 concerning Region 5 questions/information  
 Contact Tracy Miller-Davis at 865-594-1725 concerning athletics  
 Contact Cindy Fowler at 865-594-1787 concerning academic supports

**Coming Soon!**

**KCS District Organizational Chart**