**Graduation Requirements**

***What is a credit?*** Credits are awarded upon completing and passing a course. Every class you pass at the end of the 9 weeks or semester, you will earn a credit. You need 28 credits to graduate. Most all of the classes at Carter High School are 18 weeks or a semester. The **exception** is for 9 weeks courses- U.S. Government, \*Film Studies, Personal Finance, Economics, Psychology & Sociology. These classes earn 1⁄2 credits upon completion.

**Graduation Requirements**

|  |  |
| --- | --- |
| **CORE SUBJECTS** | **NUMBER OF CREDITS** |
| English | 4 (English I, II, III, IV) |
| Mathematics | 4 (Algebra I, Geometry, Algebra II, and one higher level math) |
| Science | 3 (Biology, Chemistry or Physics, and one additional lab science) |
| World History or Geography | 1 |
| US History | 1 |
| US Government | 1⁄2 |
| Economics | 1⁄2 |
| Phys. Ed and Health | 1.5 (Wellness and one additional 1⁄2 credit)\* |
| Personal Finance | 1⁄2 |
| Elective Focus | 3\*\* |
| University Admissions | Students must complete two units of the same world language and one unit of fine/performing arts. \*\*\* |
| **Total** | **28** |

\* The additional 1⁄2 credit in Physical Ed. may be met by completing a Physical Education course (in addition to Wellness) or by substituting a documented and equivalent time (minimum 65 hours) of physical activity in school sponsored activities such as marching band, JROTC, cheerleading, dance, interscholastic athletics and other areas pre-approved by the board of education. Speak with your counselor about Activity PE credit.

\*\* The elective focus area may be CTE (3 courses in the same CTE program area), Science and Math, Humanities, Fine Arts, AP/IB, or other areas approved by the board of education.

\*\*\* Students not planning to attend a university may waive the units of world language and fine/performing arts to expand their elective focus. Parent/guardian and student must sign form with understanding of waiving world language. These students are required to have 2 elective focuses.

**Credits Completed Toward Graduation Requirements**

**ENGLISH** **MATH SCIENCE SOCIAL STUDIES**

\_\_\_\_\_\_English 1 \_\_\_\_\_\_Algebra 1 \_\_\_\_\_\_Biology \_\_\_\_\_\_World History/Geography

\_\_\_\_\_\_English 2 \_\_\_\_\_\_Geometry \_\_\_\_\_\_Chemistry or Physics \_\_\_\_\_\_US Government

\_\_\_\_\_\_English 3 \_\_\_\_\_\_Algebra 2 \_\_\_\_\_\_Science 3 \_\_\_\_\_\_US History

\_\_\_\_\_\_English 4 \_\_\_\_\_\_Math 4 \_\_\_\_\_\_Personal Finance

\_\_\_\_\_\_Economics

**WELLNESS/PE UNIVERSITY ADMISSION TESTING**

\_\_\_\_\_\_Lifetime Wellness \_\_\_\_\_\_Fine Art\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ACT/SAT

\_\_\_\_\_\_PE \_\_\_\_\_\_World Language 1\_\_\_\_\_\_\_\_\_\_\_ \_\_\_Civics

\_\_\_\_\_\_World Language 2\_\_\_\_\_\_\_\_\_\_\_

**ELECTIVE FOCUS:** **2nd ELECTIVE FOCUS:**

1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\*\*\*Only if not completing the University Admissions Requirements)

2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Carter High School CTE Elective Focus Areas/ Programs of Study](https://sites.google.com/knoxschools.org/carterhighcte/home)

* Accounting
* Advanced Manufacturing (Welding)
* Cosmetology
* Dietetics and Nutrition
* Health Sciences
* Maintenance and Light Repair
* Marketing

**English/Language Arts**

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

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

**English I:**

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

**English I Honors:**

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

**English 2:**

In English 2, students build upon the skills developed in English 1. The focus is on the close reading of informational and literary texts of appropriate grade level complexity. Based upon their reading, the students engage in class discussions and written assignments to present analysis to develop an argument, or to write a real or imagined narrative. While reading and writing, students analyze the author’s point of view, evidence, assumptions, and style.  Within their own writing, students will develop focus, organization, style, and grammatical fluency. Vocabulary study focuses on morphology, etymology, and context, and the words come from the texts that students read. Assessment will focus on the students’ ability to read appropriately complex text and cite evidence to support analysis or claims from that text. Language skills are assessed in the context of their writing, as well as through authentic workplace tasks, such as editing a draft.

**English 2 Honors:**

English 2 Honors consists of the English 2 standards.  However, the curriculum modules reflect the Tennessee Department of Education framework for extension.

**English 3:**

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

**English 4:**

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

**Advanced Placement (AP) Language and Composition: Junior**

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

**Advanced Placement (AP) Literature and Composition: Senior**

AP Literature and Composition is a course for students who have successfully completed Advanced Placement English 3 or demonstrated competency in composition and literary analysis skills. Students must be highly motivated and have above average writing and analytical skills. The curriculum is an in-depth study of American, British, and World literature with expectations commensurate with the first year of college English. Outside readings are required. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Literature and Composition Test, the culmination of the 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 and one math course above Algebra 2 are required for graduation.

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 Algebra 1.  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.

**Algebra IA (Year-long):**

Algebra IA Prep 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.

**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.  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.

**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 (Year-long):**

Geometry B (Year-long) 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. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Successful completion of Geometry prepares a student for further work in Algebra 2.  Prerequisite: Algebra I with a grade of “C” or better is recommended.

**Honors Geometry:**

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

**Algebra 2:**

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

**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 with an “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 not ready to start Algebra 2. 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 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 AP 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.

**Applied Mathematical Concepts:**

Applied Mathematical Concepts is a 4th year senior level math course that focuses on the big ideas of advanced mathematics. This course is designed to prepare students for both college and the workplace. It is intended for students interested in careers that use applied mathematics such as banking, industry, or human resources.  Prerequisite: Algebra 2.

**Bridge Math:**

Bridge Math is a 4th year senior level math credit course designed for students who need to refresh core mathematics skills prior to further study. It is recommended that students who have not scored at least a 19 on the ACT assessment (or equivalent assessment) take this course to be better prepared for post-secondary study. Prerequisite: Algebra 2.

**\*Physics or AP Physics count as a student’s fourth math credit:**

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.  However, these students are strongly encouraged to take additional sciences 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.

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

**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, Chemistry 1 and 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 school requirement.

**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.

**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 and career choices. Particular emphasis will be placed on the local environment.

**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.

**Chemistry I:**

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

**Honors Chemistry I:**

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

**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.

**Physics:**

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

**Interdisciplinary Sciences:**

**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 and Honors Ancient History 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 in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

**United States Government and Civics:**

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

**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.

**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.

**Economics:**

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

**Personal Finance:**

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

**World Geography:**

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

**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.

**Social Studies Elective Courses (Do NOT count as required credit towards graduation. Only serves as elective credit).**

**Bible History:**

Bible History is an 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.

**\*Film Studies:**

Film Studies is an elective course open to Knox County Schools students. The curriculum for this course ranges from the history of modern cinema and techniques of film production to the influence of cinema in 20th Century American culture. It is also a supplement to United States and World History classes. Students will view numerous films, which represent every major cinematic genre from the Silent Era to Film School Generation, analyzing the parallels between each cinematic style and the events that shaped American history/culture across the 20th Century. Students will also explore the relationship between literature, literary components and storytelling to their onscreen translation. Finally, the students will leave this class with a refined appreciation for film-making 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. *The State Board of Education has approved this course through 2023.*

**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.

**Science Elective Courses (Do NOT count as lab science credit towards graduation. Only serves as elective credit).**

**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.  *The State Board of Education has approved this course through 2023.*

**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.  *The State Board of Education has approved this course through 2023.*

**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.

**Career & Technical Education (CTE):**

**Industry Certification:**

Students who select to focus in 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 certifications. All department promoted certifications 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 certifications is reviewed and may be modified annually by the TN Dept. of Education.

**NCCER – Industry Certification:**

The Knox County Schools is supported by a local sponsor, The CTE Foundation, which is an international accrediting NCCER Sponsor.  With this accreditation, The CTE Foundation awards industry certifications in core, carpentry, electrical, plumbing, HVAC, sheet metal, pipe fitting, and industrial maintenance.  The CTE Foundation serves as the accredited sponsor for multiple Tennessee school districts as well as local trade apprenticeship programs. The NCCER certifications offered through Knox County’s Architecture and Construction and Advanced Manufacturing programs of study are considered the industry standard and they are recognized worldwide. For questions pertaining specifically to NCCER certifications, please contact Buck Coatney at[**buck.coatney@knoxschools.org**](mailto:buck.coatney@knoxschools.org)

**COSMETOLOGY I** 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 basic 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 - Prerequisite(s) none

**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*

**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*

**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*

**HEALTH SCIENCE EDUCATION**  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 of the Health Science programs of study. Credit: 1 - Grade Level 9 - Prerequisite(s) none

**Medical Therapeutics (NIC):**

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*

**Clinical Internship:**

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.  Prerequisite(s): Diagnostic Medicine, Cardiovascular Services, Medical Therapeutics, Dental Science, Pharmacological Science, Nutrition Science and Diet Therapy, Rehabilitation Careers, or Exercise Science.

*Credit: 1 – 4 - Grade Level 11 – 12*

**INTRODUCTION TO BUSINESS AND MARKETING** 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 - Prerequisite(s) None

**Accounting I:**

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:**

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.

**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 (NIC):**

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*

**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*

**INTRODUCTION TO HUMAN STUDIES** 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 have an understanding of human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language & Literacy in Technical Subjects, as well as the Tennessee State States for Psychology and Sociology, and the National Standards for Family and Consumer Sciences Education, Second Edition. Credit: 1 - Grade Level 9 - Prerequisite(s) none

**Nutrition Across the Lifespan:**

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. Prerequisite(s): Introduction to Human Studies.

*Credit: 1 - Grade Level 10*

**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.  Prerequisite(s): Nutrition Across the Lifespan.

*Credit: 1 - Grade Level 11*

**Career & Technical Education (CTE) Continued:**

**MAINTENANCE AND LIGHT REPAIR I (MLR I)** This course prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing all of the Maintenance and Light Repair courses, students may enter 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 - Prerequisite(s) none

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

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 of 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 of 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 of 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*

**PRINCIPLES OF MANUFACTURING (NIC)\*** Designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Machining Technology, Electromechanical Technology, Mechatronics, and Welding. In order to gain a holistic view of the advanced manufacturing industry, students will complete all core standards, as well as standards in two focus areas. Throughout the course, they will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting. Course content covers basic quality principles and processes, blueprints and schematics, and systems. Upon completion of this course, proficient students will advance from this course with a nuanced understanding of how manufacturing combines design and engineering, materials science, process technology, and quality. Upon completion of the Principles of Manufacturing course, students will be prepared to make an informed decision regarding which Advanced Manufacturing program of study to pursue. 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 9 - Prerequisite(s) Principles of Manufacturing, Algebra I, and Physical Science Note: Algebra I and Physical Science may be taken as co-requisites.

**Welding I (NIC):**

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

**Fine Arts**

**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, afterschool practice and rehearsal sessions, and performances are required. Performance opportunities include marching band, concert band, invitational and audition clinics, festivals, and contests. (Prerequisites: Previous experience and teacher approval; Instructor’s signature) Can be taken for multiple credits.

**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 of these courses 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. All National Music Standards are addressed and the highest expectations of musicianship and behavior are expected. Rehearsals and performances during the school day, before and after the regular school day, as well as on non-school days, may be required. (Prerequisite: Previous study of a band instrument and Music Instructor’s signature) Can be taken for multiple credits.

**Development of Rock & Roll:**

Development of Rock & Roll is designed as a survey of rock and roll music, from its very roots to the music today. Students will develop knowledge and understanding of the musical elements of rock and roll and the major artists within each period. Students will identify the different styles that make up each period and study the social and cultural connections in the creation of rock and roll. Class participation, attendance, maintaining a journal, and completion of all assignments is required. *Maximum credit: one unit*.

**GENERAL MUSIC** An introduction to music through an aural study of compositions by major composers of each historical period. Emphasis is on exploring the variety of styles of each period and the development of basic listening skills. Styles and historical periods are from Renaissance to the 20th century including theatre, country, and pop music. There are no prerequisites for students in grades 9-12 to enroll. Class participation, maintaining a journal and completion of all assignments is required. Maximum credit one unit.

**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. (Elective credit) *Can be taken for multiple credits.*

**Advanced Theatre Arts Stagecraft:**

Stagecraft is a one-unit 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. (Elective credit) *Can be taken for multiple credits*

**VISUAL ART 1 (GENERAL)** A one-unit 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. This course is a prerequisite for all other advanced art coursework.

**Advanced Art:**

Advanced 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 Visual Art. Based on approved curriculum guides, the program of study may be divided into the following topics or areas of concentration: Art History, Sculpture, Painting, Ceramics, Drawing, Printmaking, Paper, or Photo. General Advanced Art will study a combination of two-dimensional and three-dimensional media. This assures that students who continue beyond the first year will grow in their artistic development. *Students may continue in Advanced Art on a space-available basis and may repeat Advanced Art up to seven times at the determination of the instructor.* (Prerequisite: Art I and teacher recommendation.)

**VOCAL MUSIC 1** 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. There are no prerequisites, although some basic minimum requirements may be recommended by the teacher. Performances and afterschool rehearsals are required. Can be taken for multiple credits.

**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. Previous choral music experience is usually beneficial but not a prerequisite. Performances and after- school rehearsals are required. *Can be taken for multiple credits.*

**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. Performances and after-school rehearsals are required. Choreography and/or costumes may be required by the teacher for some ensembles. This is an auditioned group. *Can be taken for multiple credits.*

**Lifetime Wellness & Physical Education:**

**PHYSICAL EDUCATION** 1 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. This course is a prerequisite for Advanced Physical Education. Advanced Physical Education 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** A one-unit course required for graduation for students in grade 9. The goal of Lifetime Wellness is for students to learn a lifelong process of positive lifestyle management that seeks 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: Disease Prevention and Control; Mental Health & Nutrition.