

# HENDERSONVILLE HIGH SCHOOL



## 2020-2021

### FRESHMAN CATALOG



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# HENDERSONVILLE HIGH SCHOOL

## 2019-2020 ACADEMIC CATALOG

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[www.hendersonvillehighschool.com](http://www.hendersonvillehighschool.com)

Hendersonville High School is committed to offering the best in educational opportunities to all students. The courses in this catalog allow students to meet the requirements for high school graduation and prepare for post-secondary training at various levels. Each student will have the opportunity to select the subjects best suited for his/her individual needs and abilities. Course requirements, degree of interest, and future plans for study and employment should be considered when choosing classes. Counselors and classroom teachers will be available to assist students in making wise educational and vocational choices. At the end of the registration process, parents and students will sign the registration form, indicating that they agree to follow the schedule they have selected for the upcoming school year. Parents must understand that the student is contracting for those specific classes and will be expected to take them during the 2019-2020 school year without requesting changes. The requirements of the path programs and block scheduling make careful planning of the four-year program and selection of this year's courses especially important. Students are expected to choose courses at the appropriate levels in subjects which have different ability groupings. The school administration reserves the right to place students in course levels which will best meet their needs. All courses are open equally to males and females.

### **Types of Diplomas**

#### **A. High School Diploma**

The graduation requirements and additional courses required for postsecondary/workforce training readiness will be tied to the vision of the high school graduate and to the Tennessee Academic Standards.

To earn a regular high school diploma, students must (1) earn the prescribed credit minimum, (2) complete the ACT or SAT if enrolled in a Tennessee public school during their eleventh (11th) grade year, (3) meet the civics requirements, and (4) have a satisfactory record of attendance and discipline.

Schools will minimize tracking of students by ability, eliminate central classes taught below the college preparation level, and provide all students a challenging course of study.

Students with disabilities will be included in regular classes to the maximum extent possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed credit minimum.

#### **B. Special Education Diploma**

A special education diploma may be awarded at the end of their fourth (4th) year of high school to students with disabilities who have (1) not met the requirements for a regular high school diploma, (2) received special education services or supports and made satisfactory progress on an individualized education program (IEP), and (3) have satisfactory records of attendance and conduct. Students who

obtain the special education diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

**C. Occupational Diploma**

An occupational diploma may be awarded to students with disabilities at the end of their fourth year of high school who have (1) not met the requirements for a regular high school diploma, (2) received special education services or supports and made satisfactory progress on an IEP, (3) have satisfactory records of attendance and conduct, (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education, and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student’s tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

**Graduation Requirements:**

The following 26 credits shall be required for graduation.

Ready Core Curriculum Credits<sup>†</sup>

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

\* Students must complete four (4) credits of mathematics including Algebra I, Geometry, and Algebra II (or equivalents) plus one additional mathematics course beyond Algebra II. All students must be enrolled in a math class each year. Students with qualifying disabilities as documented in the individualized education program may take Algebra IA, Algebra IB, Geometry A, and Geometry B for their required math classes over four years.

The Bridge Math course is recommended for students who have not scored 19 or higher on the ACT mathematics subtest or a 460 on the SAT mathematics subtest by the beginning of the senior year. Other factors like career interest, study habits, etc. can be used to determine twelfth (12th) grade placement.

Credits received for non-credit recovery mathematics courses taken during the summer may count towards the required mathematics course during the subsequent school year. Any applicable End of Course examination must be taken during the fall semester immediately following the summer course. Credit may not be given in a summer course with an associated End of Course examination until the student takes the examination.

Students with a qualifying disability who have deficits in mathematics as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or the equivalent Integrated Math I and Integrated Math II). The required number of credits in mathematics will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

\*\* Students must complete Biology I and either Chemistry or Physics and a 3<sup>rd</sup> laboratory science.

Students with qualifying disabilities as documented in the individualized education program shall be required to achieve at least Biology I and two other lab science credits or Biology 1A and Biology 1B along with one additional lab credit. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

\*\*\* Students must complete United States History & Geography, World History & Geography, Economics, and U.S. Government & Civics.

\*\*\*\* Students must complete two (2) credits of the same Foreign Language and one (1) credit in Fine Arts. In exceptional circumstances, to allow students to expand and enhance the elective focus, schools may waive the foreign language and/or fine art requirements for students who are not planning to attend a university.

\*\*\*\*\* Students must complete three (3) credits in an elective focus. All students will pursue a focused program of study designed to prepare them

for the workforce and postsecondary study. The intent of the elective focus is to provide students with an opportunity to explore a particular academic area in greater depth. The elective focus may be CTE, science and math, humanities, fine arts, AP/IB, or other areas approved by the local board of education. Students completing a CTE elective focus must complete three (3) credits in the same CTE career cluster or state-approved program of study. Schools should make every effort to ensure that all students complete a state or locally approved elective focus, however schools may waive the elective focus requirement for those students who transfer during the junior or senior year to a Tennessee high school from a school in another state or from a non-public school, if the completion of the elective focus would prevent or delay graduation. Students who begin an elective focus in a Tennessee high school and transfer during the junior or senior year to another Tennessee high school may, with the permission of the Director of Schools, have the elective focus requirement waived if the receiving school does not offer the same elective focus area and is unable to offer related coursework to complete a state or locally approved focus area, or if the completion of the elective focus would prevent or delay graduation.

<sup>†</sup> Allowable course substitutions may be found in the course credit minimum and maximum in this document.

<sup>††</sup> Students participating in special program schools (E.B. Wilson Virtual High School, Sumner County Middle College High School, Sumner County Middle Technical College High School) may be exempt from the additional Sumner County electives due to the nature of these programs).

# SUMNER COUNTY SCHOOLS

## ACADEMIC INFORMATION

### Computer Education

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

### End of Course Examinations

End of Course examinations will be administered in the following subjects: English I, English II, Algebra I, Geometry, Algebra II, U.S. History, Biology I.

1. The state will report scores for schools and school systems for academic achievement and academic gain.
2. Students will take the examinations in the semester they complete the relevant course work or at the earliest available test administration.
3. Only students who are enrolled in a course with an associated End of Course examination shall take the End of Course examination. Students enrolled in a substituting course without an End of Course examination explicitly tied to the State Board of Education approved content standards of that course shall not take an End of Course examination. This exemption applies to all substituting courses, including, but not limited to Advanced Placement, local and statewide dual enrollment, and local and statewide dual credit courses.
4. Students enrolled in courses with End of Course examinations may not withdraw from such courses for the remainder of the course after being enrolled in the course for at least twenty-five percent (25%) of the instructional days in the course.
5. Students will not be required to pass any one (1) examination, but instead students must achieve a passing score for the course in accordance with the State Board of Education's Uniform Grading Policy.
6. Results of individual student performance from all administered End-of-Course examinations will be provided in a timely fashion to facilitate the inclusion of these results as part of the student's grade.
7. If a Sumner County school does not receive its students' End of Course examination scores at least five (5) instructional days before the scheduled end of the course, then the LEA may choose not to include its students' End of Course examination scores in the students' final grade. The weight

of the EOC examination on the student's final average shall be twenty (15%) in the 2019-2020 school year and thereafter.

### Eleventh (11<sup>th</sup>) Grade Assessment

As a strategy for assessing student readiness for postsecondary education, every student enrolled in a Tennessee public school during their eleventh (11th) grade year shall take either the ACT or SAT. To receive a regular high school diploma, all students enrolled in a Tennessee public school during their eleventh (11th) grade year must take either the ACT or SAT.

### United States Civics Test

Beginning July 1, 2019, all high school students must take and pass a United States civics test in order to meet the Social Studies course credit requirement to earn a regular diploma.

1. The test shall be comprised of 25 questions from the one hundred (100) questions that are set forth within the civics test administered by the United States citizenship and immigration services to persons seeking to become naturalized citizens. Multiple versions of the test are available for use in different schools and at different times.
2. A student shall pass the test if the student correctly answers at least seventy percent (70%) of the questions. Students may take the test as many times as necessary.
3. The test shall be administered to a student who has an IEP with the accommodations and/or the modifications that are deemed necessary by the IEP team.
4. A school, all of whose seniors receiving a regular diploma, make a passing grade on the United States civics test shall be recognized on the Tennessee Department of Education's web site as a United States civics all-star school for that school year.

### Project-based Civics Assessment

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

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

### Plan of Study

Prior to the ninth (9th) grade or age fourteen (14), all students will develop an initial four-year plan of focused and purposeful high school study. The plan will be updated annually and will connect the student's academic and career goals to school. As part of this process, all students shall take a career interest inventory during the seventh (7th) grade and tenth (10th) grade and use the results to inform their plan of study.

By the end of tenth (10th) grade, the student shall complete the second (2nd) career interest inventory. The parent/guardian(s) and school will focus the plan to ensure the completion of the program of study and a smooth transition to postsecondary study and work. An integral aspect of the planning process is the assumption that the student will be involved in some form of postsecondary education/training. The plan should be informed by results from the career interest inventory and contain information about career options and long-term goals supported by the plan through the courses to be taken in the eleventh (11th) and twelfth (12th) grades as well as courses to be taken at the postsecondary level.



The plan of study shall be reviewed annually by the student and school counselor or faculty advisor and revised based on the student's academic progress and changes in the student's interests and career goals. Results of various types of assessments will also be used in adjusting the plan of study.

For students with an IEP, the four (4) year or five (5) year plan of study should also connect the student's goals for high school including, the courses and/or training and/or skills necessary to meet their potential after high school. The required plan will include identifying possible transition service needs of the student under the applicable components of the student's IEP.

### Early Graduation

Students may apply through their counselors for early graduation. Schools will submit:

1. Transcript that includes, in addition to courses, grades, and credits earned; ACT/SAT and Civics requirements being met;
2. Current course schedule;
3. Foreign language, fine art waiver letter (if used);
4. Graduation checklist;
5. A signed letter or statement from the student and parent/guardian (unless the student is 18) requesting early graduation.
6. A principal's letter of support.

School counselors will forward this packet to the high school instructional coordinator for further processing. Board approval is required.

### Classification of Students

Students will be classified by both tenure in the school program and by credits earned. The policy on Senior Warning Procedures is applicable to all students who anticipate graduating within the academic year. Classification is done at the beginning of each term.

<b>Freshman: A student who has satisfactorily completed the eighth grade.</b>
<b>Sophomore: A student who is in the second year of high school and has satisfactorily completed 6 credits.</b>
<b>Junior: A student who is in the third year of high school and has satisfactorily completed 12 credits.</b>
<b>Senior: A student who is in the fourth year of high school and has satisfactorily completed 18 credits.</b>

### Minimum Academic Load

All students in grades nine through twelve will be required to register for four classes for each of eight terms. A senior in his/her fifth year of high school who is at least eighteen (18) years of age or older will be required to take only those courses needed for graduation.

### Retaking a Course

Sumner County does not allow students who have already taken and passed a course at the high school level to retake the course. Students may retake only courses taken and, in which, they were not successful.

### Course Placement

Courses will be placed in the student's graduation plan on an age and grade appropriate basis. Doubling of course areas may be discouraged based upon course availability and student graduation plan.

**EXAMPLE:** Students will normally take one English class per school year in either the fall or spring term of the year. Exceptions may be granted by the principal if special circumstances exist.

### Awarding Credit

Credit will be awarded by whole units **in most cases**. Student credit will be awarded based on the minimums and maximums established by the Sumner County Board of Education and Tennessee State Board of Education.



## Schedule Changes

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

Students register in the spring for the next academic year's courses. Prior to the beginning of the term, students will have an opportunity to make a schedule adjustment request. Student initiated schedule changes may be requested during the **first two days of the term and are subject to approval by the school administration.**

Students enrolled in courses with End of Course examinations may not withdraw from such courses for the remainder of the course after being enrolled in the course for at least twenty-five percent (25%) of the instructional days in the course. Other schedule changes may be made during the term if extenuating circumstances exist and the school administration approves the changes.

## Grade Reporting

<b>Uniform Grading System – Weighting for Advanced Coursework</b>					
<b>Grade</b>	<b>Percentage Range</b>		<b>Honors Courses</b>	<b>Statewide and Local Dual Credit Courses, Dual Enrollment, and Capstone Industry Certification-Aligned Courses</b>	<b>Advanced Placement and International Baccalaureate Courses</b>
<b>A</b>	<b>93</b>	<b>100</b>	Shall include the addition of 3 <b>percentage points</b> to the grades used to calculate the semester average. *	Shall include the addition of 4 <b>percentage points</b> to the grades used to calculate the semester average.	Shall include the addition of 5 <b>percentage points</b> to the grades used to calculate the semester average. *
<b>B</b>	<b>85</b>	<b>92</b>			
<b>C</b>	<b>75</b>	<b>84</b>			
<b>D</b>	<b>70</b>	<b>74</b>			
<b>F</b>	<b>0</b>	<b>69</b>			

\*Quality points will not be added, in any way, to students' EOC test scores.

Assigning additional quality points above 4.0 for honors courses, Advanced Placement (AP), and National Industry Certification (NIC) courses is not allowed for the purpose of determining eligibility for the lottery scholarships.

Grades will be reported officially to parents and students after each nine weeks of instruction. The nine-week grading period will stand alone, and each marking period will be averaged as 42.5% of the final grade. Progress reports will be issued at the mid-point of each nine-week grading period. A formal schedule of examinations will be established. The weight of the EOC examination on the student's final average shall be twenty (15%) in the 2019-2020 school year and thereafter. If students miss a state-mandated exam, the test must be made up during the state-designated test window or the student will receive an incomplete or a zero. Final exams will count 15% of the total grade for non-EOC subjects. A final exam exemption policy will be determined by each school. Grade reporting for State of Tennessee state-mandated content tests will be in compliance with Sumner County Board of Education policy IHAA. For honors classes, three points shall be added to the final numerical grade of the coursework grades. For Advanced Placement classes, five points shall be added to the final numerical grade of the coursework grades. These additional rigor points are not added to end-of-course assessments. The final grade for all courses attempted will be posted on the student's official transcript\*.

## Honors Course Designation

Sumner County's list of minimum and maximum credits designates courses which may be awarded honors credit in the academic core curriculum areas of English, math, social studies, science, and foreign language. Dual enrollment and dual credit courses are considered honors level courses and will receive credit as such.

Honors courses shall include a minimum of five (5) of the following components:

- i. Extended reading assignments that connect with the specified curriculum.
- ii. Research-based writing assignments that address and extend the course curriculum.
- iii. 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.
- iv. Open-ended investigations in which the student selects the questions and designs the research.
- v. Writing assignments that demonstrate a variety of modes, purposes, and styles.
  1. Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
  2. Examples of purpose include to inform, to entertain, and to persuade.
  3. Examples of style include formal, informal, literary, analytical, and technical.
- vi. Integration of appropriate technology into the course of study.
- vii. Deeper exploration of the culture, values, and history of the discipline.
- viii. Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
- ix. Job shadowing experiences with presentations which connect class study to the world of work.

### Dual Enrollment, Dual Credit, and Joint Enrollment

These three options may be available to high school students who meet the test, grade point average or other requirements of state-accredited institutions of higher learning which offer such programs. Students meeting these admission requirements shall be considered viable candidates for dual or joint enrollment. Decisions on student participation in dual or joint enrollment shall be made in concert with students, parents, and cooperating institutions.

Sumner County encourages the development of a cooperative relationship between its high schools and state-accredited institutions of higher learning. Where possible, high schools will be encouraged to provide space for dual enrollment courses.

Local high schools must accept postsecondary credits as a substitution for an aligned graduation requirement course, including general education and elective focus courses for those students who take and pass dual enrollment courses at a postsecondary institution for credit.

<b>Dual Enrollment*</b>	High school juniors or seniors earn both Honors high school credit and college credit upon successful completion of college level courses. Dual Enrollment classes can meet on the high school campus or on the college/university campus. Principals should use their discretion when granting permission for students to enroll in offsite dual enrollment classes. Students and parents are required to complete the Dual Enrollment Transportation Agreement Form before enrolling in offsite dual enrollment courses. (EXHIBIT K)
<b>Dual Credit*</b>	<i>Local Dual Credit:</i> Students may be eligible to receive post-secondary credit for specific high school courses upon successfully completing those courses, passing an assessment developed and/or recognized by the granting postsecondary institution, and enrollment in the post-secondary institution that has an articulation agreement with Sumner County Schools. <i>Statewide Dual Credit:</i> In the statewide pilot courses, students may be eligible to receive postsecondary credit to any public post-secondary institution in Tennessee by passing a challenge exam created by Tennessee secondary and postsecondary faculty. Students who meet or exceed the

	established cut score set for the exam earn credits that can be applied to any public postsecondary institution in Tennessee.
<b>Capstone Industry Certification Aligned Courses*</b>	Career and technical education courses that are aligned to a capstone industry certification recognized by the Tennessee Department of Education are eligible for additional percentage point weighting for students who sit for the identified industry certification exam.*
<b>Joint Enrollment*</b>	High school seniors earn college credit <b>only</b> for successful completion of college level courses. Classes meet outside of the regular school day. A student must be enrolled in four classes per term at his/her home base school.
<b>AP®</b>	These courses incorporate the learning objectives and course descriptions as defined by the College Board and and prepare students for culminating national exams that, if passed, may be accepted for postsecondary credit by postsecondary institutions. AP® courses are eligible for additional percentage point weighting for students who sit for the aligned culminating exam.*

\*Students enrolled in Dual Enrollment, Dual Credit, and Joint Enrollment do not take End of Course Examinations in the related subject.

### AP® Special Circumstances

At the discretion of each high school, elective courses may be available in conjunction with College Board Advanced Placement. These elective courses will carry honors level or AP credit at the discretion of each high school depending on staff available and the master schedule.

### Private School Statement

Pupils transferring from schools which are not approved by the State Board of Education shall be allowed credit only when they have passed a course-specific comprehensive written examination or a state-recognized standardized test. These examinations and tests are to be administered and graded by the principal or designee.

Sumner County Schools will honor the letter grades reflected on the transcript of the transferring student from schools in Categories 1, 2, 3, and 1-SP from the Tennessee Department of Education’s list of approved schools. For a complete list of these schools, please visit <http://tn.gov/education/topic/non-public-schools>

### Home School Statement

A home school student requesting enrollment in a Sumner County high school will be required to meet all enrollment criteria as set forth by the Sumner County Board of Education, including state-required vaccination records (TCA 49-6-3050). Home school students requesting enrollment in the 9<sup>th</sup> grade will be placed in classes based on passing a grade-specific comprehensive written examination(s) administered and graded by the student’s zoned middle school. Home school students requesting enrollment in the 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grades will receive credits and be placed in classes based on passing a course-specific comprehensive examination(s) (with the exception of American/US History) administered and graded under the supervision of the principal or his/her designee of the high school at which the student is seeking enrollment.

### Summer School Statement

Credit for summer school will only be accepted from schools approved by state boards of education. Initial credit courses during the summer may count towards the subsequent fall semester. Any applicable End of Course examination must be taken during the fall semester immediately following the summer course. Credit may not be given in a summer course with an associated End of Course examination until the student takes the examination and grade has been finalized.

## Senior Project

Senior Project is a non-credit course that provides an opportunity for students to showcase the knowledge, creativity, and skills developed as a result of their twelve years of education. Through the Senior Project experience, students focus on individual and special interests and are held accountable for their own learning. Faculty members agreeing to serve as advisors must first sign the Faculty Agreement Form (EXHIBIT L). Individuals agreeing to serve as mentors are required to sign the Mentor Agreement Form (EXHIBIT M).

On average, students will participate in Senior Project activities 7 ½ hours per week. The academic or instructional activities may take place on or off the high school campus. The student will receive a Pass/Fail grade that will not be computed into the student's GPA.

As a part of the experience, students must work at least 125 hours on their project, keep a weekly journal of activities, meet monthly with their faculty advisor, and submit mentor evaluations (EXHIBIT N). A culminating portfolio will also be compiled including the items listed above, a student evaluation of the project (EXHIBIT O), and a summative mentor evaluation (EXHIBIT P).

Students wishing to participate in Senior Project off-campus must complete The Senior Project Off-Campus Agreement.

## Work-Based Learning

Students will have access to a system of structured work-based learning (WBL) experiences that allows them to apply classroom theories to practical problems and to explore career options. Structured WBL experiences may be paid or unpaid, may occur in public, private, or non-profit organizations, or on-site at the school; they may occur during or outside of school hours and may result in the attainment of academic credit when WBL course standards are met. In all instances, all federal and state labor laws shall be observed. Regular monitoring will be provided by a dedicated supervising teacher to ensure WBL requirements are met.

A personalized learning plan will be created for each student and will address applicable employability skills, including, but not limited to, (1) the application of academic and technical knowledge and skills, (2) career knowledge and navigation skills, (3) 21st Century learning and innovation skills, and (4) personal and social skills. The personalized learning plan will also include safety trainings appropriate to the WBL experience as covered by the supervising teacher, the workplace mentor, or both.

Students must exhibit work readiness, knowledge, attitudes, and skills as determined by the supervising teacher and workplace mentor before beginning a WBL experience. During the experience, students will practice the employability skills identified in their personalized learning plan. Students will demonstrate their knowledge and skill attainment through the development of artifacts and/or portfolios that may include, but are not limited to: work products, evaluations, original research, reflections, and presentations.

## Optional School Settings

### E. B. Wilson Virtual High School

E. B. Wilson Virtual High School is a school for students who wish to make up credits or who wish to attend a full-time high school in a non-traditional, virtual setting. Students seeking admission must complete an application for admission and an interview. For more information, visit [www.ebw.sumnerschools.org](http://www.ebw.sumnerschools.org)

### R.T. Fisher Alternative High School

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

### Sumner County Middle College

Sumner County Middle College High School at Volunteer State Community College (VSCC) is a stand-alone high

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

### Middle Technical College High School

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

### The University Experience at Union

The University Experience at Union, an enhanced dual enrollment program, is an opportunity for college-bound high school seniors to earn eighteen college credit hours. Students will take college courses at the Union University Hendersonville Campus. These courses meet during the school day, and students will complete these courses in addition to their required high school courses. To be eligible, rising seniors must have at least a 3.0 GPA, an ACT composite score of 20 or higher along with a 19 in each subject score (or have registered to take the ACT), and a reference letter from a high school teacher. Tuition for this program is discounted and financial assistance is available. For more information, visit [www.uu.edu/hendersonville](http://www.uu.edu/hendersonville).

### Welch College

Welch College will provide dual enrollment courses for Sumner County students during a pilot dual enrollment arrangement for Station Camp High School. Qualified juniors and seniors may take courses for college credit on the new Welch campus which is directly across the street from Station Camp High School on Bison Trail. These courses meet during the school day, and students will complete these courses in addition to their required high school courses. To be eligible, students must have a minimum ACT composite. Tuition for this program is discounted. For more information, contact Dr. Charles Lea at [clea@welch.edu](mailto:clea@welch.edu).

### Virtual Classes

Virtual classes can be taken both during and outside of typical school hours. All students taking virtual classes are monitored by certified personnel, and all assessments for these classes must be taken under the direct supervision per district guidelines. Students are responsible for making appointments with the teacher in order to complete assessments.

1. All virtual classes taken outside of the typical school day must be recommended by a guidance counselor and approved by the high school principal prior to beginning the virtual class.
2. Before beginning a virtual class, the student and parent must read and sign the Virtual School Registration form. Completed forms are to be turned into assigned guidance counselors.
3. Schools will code virtual classes as 'VS' on transcripts. The transcript will reflect the grade earned, and it will count in the student's GPA.
4. Students can take a maximum of two (2) virtual classes per semester while enrolled at their home school. If more than two virtual courses are desired, the student may pursue enrollment at E.B. Wilson Virtual High School as a full-time virtual school student.
5. Any virtual class taken in addition to a student's normal course load (4 classes per semester) will not be counted in the number of honors and AP credits.
6. If a student fails a virtual class, a grade of 'F' will be recorded on the transcript.

7. Students enrolling in virtual classes are expected to adhere to the same regulations for academic integrity as other students.
8. To meet requirements set forth by the *NCAA Eligibility Center*, the entire virtual class and all assessments pertaining to the course must be completed.

### Credit Recovery

Credit Recovery is a course specific, skill-based extended learning opportunity for students who have previously been unsuccessful in the regular classroom in mastering content or skills required to receive course credit. Attendance, discipline, availability of courses, availability of space, and appropriate progress will be considered for admission and removal from the program.

A student may participate when:

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

Parents/guardians should be informed that not all postsecondary institutions will accept credit recovery courses for credit and that the NCAA Eligibility Center will not accept credit recovery courses for credit.

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

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

Students enrolled in credit recovery will be assigned a teacher of record (TOR) who must be endorsed and certified in any content area for which they oversee credit recovery courses. These TOR are responsible for reviewing initial student diagnostic results; assisting in determining appropriate goals, coursework, and assignments for students; working closely with credit recovery facilitators on class content and instruction; and reviewing final student work.

Credit recovery facilitators are well trained in the use of the credit recovery program and work closely with each TOR on content and instruction.

Sumner County uses a web-based program to administer credit recovery. This program contains curriculum that is aligned with Tennessee's academic standards. Students in the credit recovery program will complete a skill-specific diagnostic, meet a timeframe based on student need, and master **all** skill-specific goals based on the diagnostic. Students may also be required to complete additional assignments as directed by the TOR or the SCBOE.

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

Students passing credit recovery shall receive a grade of seventy percent (70%). 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 student GPAs, in accordance with the State Board of Education's Uniform Grading Policy (3.103).

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

### Activities During Instructional Time

In order to preserve the integrity of the instructional block, activities that interrupt the instructional setting must be kept to a minimum. Field trips and contests are an important part of school life but do impact the instructional block. Therefore, each school will carefully evaluate each request for a trip to determine the educational value of the activity. School-wide activities such as pep rallies and assemblies are also important; however, it is advisable such activities not exceed 360 minutes per term and that an individual class not be impacted more than 90 minutes per term.

### Non-Discrimination Policy

It is the policy of the Sumner County School System not to discriminate on the basis of sex, race, national origin, or handicap in its education program or activities. Inquiries should be directed to the Sumner County Board of Education at (615) 451-5200.



## Sumner County Academic Recognition/GPA

Tiers of Recognition	Cumulative GPA	Honors and AP Credits
"With Highest Recognition"	3.90	18
"With High Recognition"	3.70	16
"With Notable Recognition"	3.50	14
"With Recognition"	3.50	Fewer than 14

With the exception of transfer students (see item number 4 below), this academic recognition plan includes all credits attempted by students for all terms of their high school career. The GPA is based on a four-point scale with internal weighting only (three points on the final numerical grade for an honors course; four points on the final numerical grade for Statewide and Local Dual Credit Courses, Dual Enrollment, and Capstone Industry Certification-Aligned courses, and five points on the final numerical grade for an Advanced Placement course).

1. Rank by number will be assigned only to valedictorian and salutatorian. If there is a GPA tie, the valedictorian will be identified as the student having the highest GPA coupled with the largest number of credits at the honors and AP levels. For purposes of ranking valedictorian and salutatorian, only classes in a student's 4 period schedule will count in the number of honors and AP credits. Hence any virtual class taken in addition to a student's normal school schedule (4 classes per semester) will not be counted in the number of honors and AP credits.
2. If the GPA and the number of credits are tied, the individuals at this level will share rank. If no students qualify for valedictorian or salutatorian at the highest recognition tier, then each successive tier will be reviewed for students with the highest GPA and, in case of a tie, with the highest number of honors and AP credits within that tier. Students other than valedictorian and salutatorian will be recognized only by the tier in which they fall not by a specific number.
3. Credits earned prior to entering the ninth grade will not be included in the computation of grade point average and academic recognition.
4. No transfer course will be awarded honors or AP credit unless so designated on the transcript. Honors and Advanced Placement transfer credit will be accepted only from schools accredited by the Tennessee Department of Education or those accredited by agencies approved by the Tennessee Department of Education.
5. Sumner County Schools will honor the letter grades reflected on the transcript of the transferring student from the Tennessee Department of Education's list of approved schools at <http://tn.gov/education/topic/non-public-schools>.
6. To be named valedictorian or salutatorian, a student must be enrolled in the high school the last five of the eight terms in school. It is possible, however, for a transfer student with fewer than the last five of the eight terms to share the position of valedictorian or salutatorian.

## Graduation with State Honors and State Distinction [R & R 0520-1-3.06]

1. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with "state honors."
2. Students will be recognized as graduating with "state distinction" by attaining a "B" average and completing at least one of the following:
  - a. Earn a nationally and/or state recognized industry certification.
  - b. Participate in at least one of the Governor's Schools.
  - c. Participate in one of the state's All State musical organizations.
  - d. Be selected as a National Merit Finalist or Semi-Finalist.
  - e. Attain a score of 31 or higher composite score on the ACT or SAT equivalent.
  - f. Attain a score of 3 or higher on at least two advanced placement exams.
  - g. Successfully complete the International Baccalaureate Diploma Programme.

- h. Earn 12 or more semester hours of transcribed postsecondary credit.
3. Students that voluntarily complete at least ten (10) hours of community service each semester the student is in attendance at a public high school shall be recognized at their graduation ceremony.
4. Each school is authorized under Sumner County Board of Education approval of this guide to prescribe a manner in which “state honors”, “state distinction”, and/or #3 above will be noted and recognized at graduation.

### TSSAA Athletic Eligibility Requirements

All student athletes must meet TSSAA eligibility requirements.

## Course Credit Minimums and Maximums

(Includes Sections for Secondary, CTE, and Postsecondary)

Pursuant to **State of Tennessee Minimum Rules and Regulations**, minimum and maximum credits have been approved by the Sumner County Board of Education. Offerings of courses and their academic levels will vary from school to school. Courses offered within the academic core as dual enrollment with colleges or universities will be at the honors level.

Other state-approved courses not listed herein may be offered at a Sumner County high school pursuant to written approval by the Assistant Director of Schools for Instruction and the Director of Schools.

A capstone learning experience may be available according to state requirements and will be reviewed individually by each high school for availability and appropriateness.

All courses and credits listed satisfy either (1) Tennessee or Sumner County core requirements for graduation or (2) additional credits needed to fulfill the minimum 26 credits required for graduation<sup>†</sup>.

Special courses may be approved by the Tennessee Department of Education for individual high schools. Course codes will be assigned by the TDE. Such special courses are not listed in this guide.

<sup>†</sup> Students participating in special program schools (E.B. Wilson Virtual High School, Sumner County Middle College High School, Sumner County Middle Technical College High School) may be exempt from the additional Sumner County electives due to the nature of these programs.

**TENNESSEE HIGH SCHOOL COURSES WHICH MEET THE UNIVERSITY OF  
TENNESSEE AND  
TENNESSEE BOARD OF REGENTS UNIVERSITY ADMISSIONS REQUIREMENTS**

<b>Unit Requirements</b>	<b>High School Courses Fulfilling Requirements</b>	<b>Ineligible Courses</b>
<b>English</b> (4 Units Required)	English I, II, III, IV, Applied Communications	Journalism, Speech
<b>Algebra</b> (2 Units Required)	Algebra I and Algebra II	Pre-Algebra, Found II
<b>Advanced Math</b> (1 Unit of geometry or an advanced course with geometry as a significant component required)	Geometry, Trigonometry, Math IV, Pre-Calculus, Calculus	Math 9, Pre-Algebra, Math for Technology
<b>Natural/Physical Sciences</b> (2 Units Required, 1 must be a lab course in biology,	Biology/Applied Biology, Chemistry I&II, Physics, Anatomy & Physiology, Ecology, Principles of Technology, AgriScience, Earth Science	Accounting I & II
<b>U.S. History</b> (1 Unit Required)	U.S. History	Computer Tech
<b>Social Studies</b> (1 Unit Required)	World History, World Geography, Ancient History, Modern History	Life Science, Environmental Science
<b>Foreign Language</b> (2 Units in same language required)	French, Latin, Spanish, Sign Language	Contemporary Issues, Psychology, Sociology
<b>Visual Arts</b> (1 Unit Required)	Band, Chorus, Theater Arts, Visual Art	Economics, U.S. Gov't
		Art & Design, Speech, Drafting, Diversified Tech

Community colleges remain open admission to all high school graduates. However, these same high school units are recommended for students entering community college programs designed for transfer to a baccalaureate program. Students with deficiencies who are admitted to community college transfer programs must remove any deficiencies, for elective credit only prior to receiving the associate degree in a transfer program.

State Board of Regents Schools—Austin Peay, East Tennessee, University of Memphis, Middle Tennessee, Tennessee State, and Tennessee Tech. UT System—UT Knoxville, UT Martin and UT Chattanooga Requirements for other colleges and universities may vary. It is the student’s responsibility to check private and out of state schools for information regarding specific requirements.

**VOLUNTEER STATE COMMUNITY COLLEGE:** Some courses taken on the high school level will be given college credit through an articulation agreement between Volunteer State and Sumner County Schools. Students must enroll at Volunteer State in order to receive these credits. Students must consult with an academic counselor at VSCC to check eligibility for these courses.

**\*Proposed 4-year Plan**

Student Name \_\_\_\_\_

Post High School Plans \_\_\_ 4 yr. College/Univ.

\*This is to be used as a guide for course planning

\_\_\_ Community College

\_\_\_ Vocational/Trade School

\_\_\_ Military

\_\_\_ Other

Elective/CTE Focus \_\_\_\_\_

**High School Diploma Requirements**

English	4
Math (Alg. I, Geometry, Alg. II, plus one additional math past Alg. II – must be enrolled in one math per year)	4
Science (Physical Science, Biology, and Chemistry or Physics)	3
Social Studies (World History/Geography, U.S. History, and Government/Economics)	3
Wellness	1
Physical Education	0.5
Personal Finance	0.5
Foreign Language (2 units of the same language)	2
Fine Arts	1
Elective Focus	3
Additional Electives	4

**Total** **26**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English I – Std. or Hon.	English II – Std. or Hon.	English III – Std. or Hon.	English IV – Std. or Hon.
Algebra I A & B Standard Algebra I Standard Algebra I Honors	Geometry Standard or Geometry Honors	Algebra II Standard or Algebra II Honors	4 <sup>th</sup> Math
Physical Sci. Std. or Hon.	Biology Std. or Hon.	Chemistry Std. or Hon. or Physics Honors	Gov./Econ. Std. or Hon.
World Hist. & Geography Std. or Honors	Foreign Lang. (Level I)	U.S. History Std. or Hon.	<b>Focus Elective</b>
Wellness	Foreign Lang. (Level II)	Personal Finance (.5 cr.) & P.E. (.5 cr.)	Elective
Fine Art	<b>Focus Elective</b>	<b>Focus Elective</b>	Elective
Intro Course	Elective	Elective	Elective
Elective	Elective	Elective	Elective

**Academic Recognition and Cumulative GPA**

4 Tiers of Recognition	Cumulative GPA	Minimum Honors and AP Credits
With Highest Recognition	3.90	18
With High Recognition	3.70	16
With Notable Recognition	3.50	14
With Recognition	3.50	Fewer than 14

## Graduation Checklist

Name: \_\_\_\_\_

**ENGLISH (4 credits)**

English I \_\_\_\_\_  
 English II \_\_\_\_\_  
 English III \_\_\_\_\_  
 English IV \_\_\_\_\_

**MATH (4 credits)**

Algebra I \_\_\_\_\_  
 Geometry \_\_\_\_\_  
 Algebra II \_\_\_\_\_  
 \_\_\_\_\_

**SCIENCE (3 credits)**

Biology \_\_\_\_\_  
 Chem/Physics \_\_\_\_\_  
 \_\_\_\_\_

**SOCIAL STUDIES (3 credits)**

World History \_\_\_\_\_  
 US History \_\_\_\_\_  
 Economics/Marketing \_\_\_\_\_  
 US Government \_\_\_\_\_

**WELLNESS/PE (1 ½ credits)**

Wellness \_\_\_\_\_  
 PE/Sport/Band/Other \_\_\_\_\_

**PERSONAL FINANCE (½ credit)**

Personal Finance \_\_\_\_\_

**Fine Art (1 credit)**

\_\_\_\_\_

**FOREIGN LANGUAGE (2 credits)**

\_\_\_\_\_  
 \_\_\_\_\_

**ELECTIVE FOCUS (3 credits in the same area)**

Elective Focus: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**ELECTIVES (4 required)**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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\_\_\_\_\_

**# HONORS/AP CREDITS EARNED**

\_\_\_\_\_

**MET CIVICS REQUIREMENT**

\_\_\_\_\_

**ACT SCORE / DATE**

\_\_\_\_\_

\_\_\_\_\_

# -HHS COURSE INFORMATION-

## ENGLISH

The English curriculum is designed to promote the skills of reading, writing, listening, and speaking. It includes instructions in language skills, writing, literature, and vocabulary for all grades and levels of students. One (1) unit of credit will be given for the successful completion of each term; no substitutions will be allowed. *Advanced Honors, Honors, and AP courses will include many hours of independent assignments outside the classroom. Students who take courses at these levels must be capable of independent reading and comprehension.*

### Possible Paths for English Classes--

	9th	10th	11th	12th
<b>Standard</b>	English I	English II	English III	English IV
<b>Honors</b>	Honors Eng. I	Honors Eng. II	Honors Eng. III	Honors Eng. IV
<b>Advanced</b>	Adv. Hon. Eng. I (World Studies)	Adv. Hon. Eng. II	AP English Language and Composition	AP English Literature and Composition
<b>Other</b>				College English (taken through Vol. State)

English-related elective credits\* \*Recommended for grades 10-12 (not to be substituted for English credit):

- Journalism
- Honors Creative Writing
- African-American Literature
- Songwriting

#### **Advanced Honors English I (World Studies)\***

Grade Level: 9

Credit: 1

PREREQUISITES: Middle-school teacher approval and an A or B in eighth-grade English.

**DESCRIPTION:** This course is designed to strengthen critical reading and writing skills through the study of World Literature. The course is co-taught with AP World History; therefore, students who take this course must be enrolled in both. Ideal students for World Studies are those who are interested in following the AP English track and are prepared for a rigorous curriculum.

**SUMMER READING REQUIREMENTS:** *Lord of the Flies* by William Golding and *Things Fall Apart* by Chinua Achebe **\*There will be a mandatory parent meeting in May for all students enrolled in the course. Students will receive summer work at this meeting.\***

**Honors English I (203001)**

Grade Level: 9

Credit: 1

PREREQUISITES: Teacher approval and A or B in eighth- grade English

**DESCRIPTION:** This course is designed to strengthen grammar, writing, and critical reading skills. It will require more written projects and will move at a faster pace than Standard English. Supplemental reading will also be required. Students must be willing to work on an advanced level.

**SUMMER READING REQUIREMENT: *Lord of the Flies* by William Golding**

**Standard English I (103001)**

Grade Level: 9

Credit: 1

**DESCRIPTION:** Freshman Standard English includes the study of basic grammar skills and various forms of literature including the short story, drama, the novel, essays, and poetry. Areas of study also include spelling, vocabulary, and writing skills. This course is designed to prepare the average to above average student for 10th grade standard work.

**Journalism I/Fundamentals of Journalism (103008)**

Grade Level: 9, 10, 11, 12

Credit: 1

**DESCRIPTION:** This course is geared for students who have little or no experience in journalism, but who have a strong interest in learning the fundamentals of newspaper writing and recording. Students will learn how to write different types of articles, conduct interviews, and organize a story. A study of the history, ethics, and legal issues in the media will be included.



# MATHEMATICS

## Possible Pathways for Math Classes –

	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
<b>Standard</b>	ALGEBRA I  FALL: ALGEBRA IA  SPRING: ALGEBRA IB	GEOMETRY	ALGEBRA II	STANDARD PRE-CALCULUS or APPLIED MATHEMATICAL CONCEPTS
<b>Honors</b>	HONORS ALGEBRA I	HONORS GEOMETRY	HONORS ALGEBRA II	HONORS PRE-CALCULUS or HONORS STATISTICS (SDC)
<b>Advanced</b>	FALL: HONORS ALGEBRA I  SPRING: ADVANCED ALGEBRA II	FALL: ADVANCED GEOMETRY  SPRING: *ADVANCED PRE-CALCULUS (SDC) (TRIGONOMETRY)	FALL: HONORS CALCULUS  SPRING: ADVANCED PLACEMENT CALCULUS AB/BC	ADVANCED PLACEMENT STATISTICS
<b>Other Honors</b>	HONORS ALGEBRA I	FALL: HONORS GEOMETRY  SPRING: HONORS ALGEBRA II	FALL: HONORS PRE-CALCULUS  SPRING: *ADVANCED PRE-CALCULUS (SDC) (TRIGONOMETRY)	HONORS STATISTICS  AP STATISTICS

\* ADVANCED PRE-CALCULUS (TRIGONOMETRY) PREREQUISITE: HONORS PRE-CALCULUS *IN THE FALL OF THE SAME SCHOOL YEAR* or ADVANCED ALGEBRA II.

## **Algebra I**

**Standard 1A (131023 Fall)**

**Standard 1B (131024 Spring)**

**Standard Algebra (103102)**

**Honors (203102) A**

Grade Level: 9

**DESCRIPTION:** Emphasis will be placed on working with integers, solving equations, and graphing. The course includes a thorough coverage of polynomials, factoring, quadratics functions, and exponential functions. Additional topics include exponent rules, inequalities, radicals, and an introduction to statistics. Algebra IA and IB is awarded two credits for this full year program which must be completed as a pair for Tennessee course content in Algebra I to be finished.

*Placement in Honors Algebra, Standard Algebra or Algebra IA/IB is based on a combination of the student's score on the 8<sup>th</sup> grade math assessment and math teacher recommendation.*

## **Honors Algebra II Advanced (213103)**

Grade Level: 9

Credit: 1

**PREREQUISITES:** Honors Algebra I and teacher approval (*The rigor of this class goes beyond the honors level.*)

**DESCRIPTION:** Advanced Honors Algebra II will be a rigorous approach to the mechanics and theory of second year algebra where students will be expected to do more independent study. Successful completion of an Algebra II course is required for entrance into Tennessee public colleges and universities. This course is only available to freshmen during the spring semester.

# SCIENCE

## Possible Paths for Science Classes –

	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
<b>Standard</b>	PHYSICAL SCIENCE	BIOLOGY	CHEMISTRY	ECOLOGY
<b>Honors</b>	HONORS BIOLOGY	HONORS CHEMISTRY OR PHYSICS	ANATOMY & PHYSIOLOGY I CHEMISTRY II AP BIOLOGY AP CHEMISTRY AP ENVIRONMENTAL AP PHYSICS I OR II	ANATOMY & PHYSIOLOGY I or II CHEMISTRY II AP BIOLOGY AP CHEMISTRY AP ENVIRONMENTAL AP PHYSICS I OR II
<b>Advanced</b>	FALL - HONORS BIOLOGY SPRING – HONORS CHEMISTRY	FALL – HONORS PHYSICS SPRING – AP PHYSICS I OR FALL and SPRING: AP CHEMISTRY OR AP BIOLOGY	AP PHYSICS II AP CHEMISTRY HONORS PHYSICS/AP PHYSIC I AP BIOLOGY AP ENVIRONMENTAL ANATOMY AND PHYSIOLOGY I	AP PHYSICS II AP CHEMISTRY HONORS PHYSICS/AP PHYSIC I AP BIOLOGY AP ENVIRONMENTAL ANATOMY AND PHYSIOLOGY I OR II

### Physical Science (103202)

Grade Level: 9

Credit: 1

**DESCRIPTION:** This course is designed as an introduction to the physical sciences for college-bound students planning to take a general college curriculum. Lectures and laboratory work are used to introduce chemical and physical principles. Standard Physical Science includes a study of elements, the Periodic Table, compounds, acids and bases, force, energy, simple machines, sound, light, and nuclear energy.

### Honors Biology (203210)

Grade Level: 9, 10, 11, 12

Credit: 1

PREREQUISITES: Teacher recommendation

**DESCRIPTION:** Honors Biology is a specialized study of biological science designed to supplement studies for college-bound students. This course is for students who are especially interested in science and who intend to major in science. Students can expect a greater emphasis on analytical thinking skills and independent work (including dissection). This course meets college admission requirements.

## SOCIAL STUDIES

### Possible Pathways for Social Studies

	9th	10th	11th	12th
<b>Standard</b>	World History* (9-10)		US History*	US Government/Economics*
<b>Honors</b>	Honors World History (9-10)		Honors US History	Honors US Government/Economics
<b>Advanced Placement</b>	AP World History (World Studies)	AP Human Geography (10-12) OR AP European History (10-12)	AP US History	AP US Government/Economics AP Psychology (10-12)

### World History (103415)

Grade Level: 9,10

**DESCRIPTION:** Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asian and South America. They 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 the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

**Standard**

**103415**

**Credit: 1**

**\*Honors**

**203415**

**Credit: 1**

Prerequisite: Teacher Approval

## **Advanced Placement World History**

Credit: 1

Grade Levels: 9,10

PREREQUISITE: Teacher recommendation

**DESCRIPTION:** Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students should expect extensive outside readings and intensive writing instruction. It is a year-long course combining one semester block and the skinny block of the opposite semester. All students are required to take the AP exam in May. The AP exam fee is \$94.

## **FOREIGN LANGUAGE**

Two years of the same foreign language are required in order to receive a Common Core diploma. When choosing a foreign language, parents and students should be aware that many colleges and universities now require students to have proficiency in a foreign language in order to receive a college degree. It is recommended that students have successfully completed English with 'C' or above before taking a foreign language. Students who have a strong academic background should take honors level foreign language. Students can earn both language credits in the same year.

### **Honors Spanish I (203021)**

Grade Level: 9, 10, 11, 12

Credit: 1

It is recommended that students have at least an A or B in English.

PREREQUISITE: Teacher Recommendation

**DESCRIPTION:** Students gain the ability to communicate in Spanish in all the situations covered in Standard Spanish 1. Students will move at a faster pace and therefore extend their ability to communicate beyond that of Standard Spanish 1 students. In addition, they will focus in greater detail on the fine points of grammar and different nuances in meaning. They will emerge as more well-rounded Spanish language learner.

### **Honors Spanish II (203022)**

Grade Level: 9, 10, 11, 12

Credit: 1

PREREQUISITES: Spanish I Honors; Spanish I Standard with recommendation of Spanish I teacher

**DESCRIPTION:** Students will make strides in reading and listening comprehension as well as express themselves in Spanish through the written and spoken word. They will enjoy greater immersion in the language as much of the instruction will be given in Spanish. They will cover the same content as Standard Spanish II and more as they move at a faster pace and they will focus in greater detail on the fine points of grammar and different nuances in meaning. Students will present reports on cultural topics. This course serves as a prerequisite for Honors Spanish III and Advanced Placement Spanish IV. It also fulfills the basic requirements for graduation.

### **Honors French I (203041)**

Grade Level: 9, 10, 11

Credit: 1

It is recommended that students have at least an A or B in English.

PREREQUISITE: Teacher recommendation [for Honors]

**DESCRIPTION:** French I emphasizes the basic skills necessary for the learning of a foreign language. Skills such as listening, speaking, and writing are stressed through exercises and drills. Cultural aspects of the French and francophone world are an integral part of the course.

### **Honors French II (203042)**

Grade Level: 9, 10, 11, 12

Credit: 1

**DESCRIPTION:** French II provides a more in-depth study of grammar and vocabulary. Readings, themes, and dictation allow students to practice newly acquired information. Cultural studies include French history, government and prominent figures in the sciences and finearts.

## **SPECIAL EDUCATION**

Students with Individual Education Plans will be assisted in choosing appropriate courses in the core curriculum areas: mathematics, English, science, social studies, and areas of focus. HHS will offer resource classes in academic areas that will fulfill the IEP as well as count towards graduation with a regular diploma.

### **Self-Advocacy Skills (924201)**

Grade Level: 9, 10

Credit: 1

Description: This course is offered to students receiving Special Education Services who would benefit from a course in advocating for academic needs; developing skills to assist in academic classes as well as plan for post-secondary opportunities.

## **FINE ARTS**

### **Visual Art I (103501)**

Grade Level: 9, 10, 11, 12

Credit: 1

**DESCRIPTION:** Students will learn about the language of visual arts, art history, art criticism, and art production in a course that relies on hands on learning experiences as well as written assignments and tests. The studio production covered in this course will include drawing, painting, color theory, and sculpture.

### **Concert Band (103566)**

Grade Level: 9

Credit: 1

PREREQUISITE: Middle School Band Director Approval DESCRIPTION: This course involves the rehearsal and performance of band literature in the grade II-V categories. All wind instrumentalists in grade 9 should register for this class. Members will audition for the All-County and Mid-State bands, participate in the Solo and Ensemble festival, and be strongly encouraged to take private lessons.

### **String Orchestra (103569)**

Grade Level: 9, 10, 11, 12

Credit: 1/per term

PREREQUISITES: Teacher approval, Prior experience (this is not a beginning group)

**DESCRIPTION:** This course involves the rehearsal and performance of orchestral (violin, viola, cello, bass, harp) string literature in the grade II-VI categories. Students may audition for Mid-State/All-State organizations and will participate in a Solo and Ensemble festival.

### **Concert Chorus (103570)**

Grade Level: 9, 10, 11, 12

Credit: 1

PREREQUISITE: A positive interest insinging.

**DESCRIPTION:** This course involves the rehearsal and performance of choral music in the primary to moderate categories. Members will have several performance opportunities and emphasis is placed on further vocal development and choral learning. There is no audition for this group.

### **Theatre Arts I (103520)**

Grade Level: 9, 10, 11, 12

Credit: 1

**DESCRIPTION:** The purpose of this course is to expose the student to the various aspects of theatre including stage terminology, stage movement, characterization, theatre history, play production, and dramatic criticism. Students are required to perform scenes and monologues which involve some outside class time.

### **Digital Arts and Design I (806084)**

Grade Level: 9, 10, 11, 12

Credit: 1

**DESCRIPTION:** This 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 communication solutions which 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 using Apple iMacs, which they will carry with them throughout the full sequence of courses in this program of study. SkillsUSA, the student organization for this course, is active in community service, field trips, and various competitions. **Note: Beginning with the 2016-17 school year students will be able to take this course to satisfy the fine art credit required for graduation.**

## **WELLNESS AND PHYSICAL EDUCATION**

### **Wellness (103303)**

Grade Level: 9

Credit: 1

**DESCRIPTION:** This course is required for graduation for all students. This course will study the elements of living a healthy life and combines classroom activities with physical activities. (Two units of JROTC will satisfy the Wellness requirement.)

## **JROTC (JUNIOR RESERVER OFFICER TRAINING CORPS)**

### **Junior Reserve Officer Training Corps (JROTC) (Fall 103331 + Spring 113331)**

Grade Level: 9, 10, 11, 12

Credit: 1 (per term)

**DESCRIPTION:** JROTC is not affiliated with any military recruiting effort. This program promotes academic excellence and higher education, character development, civic responsibility, leadership skills, self-discipline, and physical fitness. Students who complete two credits in JROTC will satisfy the state required Wellness credit. Qualified cadets may be eligible for scholarships and/or appointment to West Point, the Naval Academy, and other military service academies. This program is seeking motivated students who are dedicated to academic excellence and desire to become physically fit, self-confident leaders. Extra-curricular opportunities include precision drill, outdoor skills, and air-rifle marksmanship.

### **JROTC RAIDER Strength and Conditioning (Fall 783302)**

**PREREQUISITES:** Upcoming freshmen must have attended Cadet Leadership Camp (Summer course) and intend on participating on the Raider team (advanced physical fitness/obstacle course competition). Instructor approval required for grades 10-12.

**DESCRIPTION:** This course is designed for students participating on the RAIDER team with prior approval from instructors.



## Career and Technical Education

Career and Technical Education (CTE) is an option for all students who attend HHS. Unless approved for early graduation or “Move On When Ready” all CTE students are required to complete 3 focus electives. We provide a variety of programs of interest in the CTE Department as focus electives. Elective descriptions can be found in different programs of study and other course descriptions. **Each CTE course has an additional fee to cover student supplies and instructional materials.**

### Programs of Study

**Accounting** – Introduction to Business & Marketing, Accounting I, Accounting II, Statistics -or- AP Statistics

**Agribusiness** – Agriscience, Leadership, Agriculture Business and Finance

**Banking and Finance** – Introduction to Business & Marketing, Accounting I, Banking and Finance, Financial Planning  
International

**Exercise Physiology** – Health Science Education, Rehabilitation Careers, Anatomy and Physiology, Clinical Internship

**Diagnostic Services** – Health Science Education, Diagnostic Medicine, Anatomy and Physiology and/or Medical Terminology, Cardiovascular Services and/or Clinical Internship.

**Dietetics and Nutrition** – Introduction to Human Studies, Nutrition Across the Lifespan, Nutrition Science and Diet Therapy, Human Services Practicum and/or Psychology and/or Sociology

**Digital Arts & Design** – Digital Arts & Design I, Digital Arts & Design II, Digital Arts & Design III

**Engineering**-Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Engineering Design & Development

**Fashion Design** – Visual Arts I, Foundations of Fashion Design, Work Based Learning

**Horticulture Science** – Agriscience, Principles of Plant Science and Hydroculture, Greenhouse Management, Landscaping and Turf Science

**Interior Design** – Foundations of Interior Design, Residential Design, Work Based Learning

**Law Enforcement Services** – Criminal Justice I, Criminal Justice II, Criminal Justice III: Investigation, Criminal Justice Practicum.

**Legal Services** –Pre-Law I, Pre-law II and Pre-law III

**Marketing Management** – Introduction to Business & Marketing, Marketing I; Marketing II: Retail Operations or Sports & Entertainment; Work Based Learning

**Office Management** – Computer Applications, Business Communications, Advanced Computer Applications

**Nursing Services** – Health Science Education, Nutrition Science and Diet Therapy, Anatomy and Physiology, Clinical Internship

**Therapeutic Services** – Health Science Education, Medical Therapeutics, Anatomy and Physiology, Nursing Education

**Veterinary and Animal Science** – Agriscience, Small Animal Science, Large Animal Science, Veterinary Science

**Web Design** – Computer Science Foundations, AP Computer Science Principles, Coding I

# AGRICULTURAL SCIENCES

<b>CLUSTER: AGRICULTURE, FOOD, &amp; NATURAL RESOURCES</b>			
<b>Program of Study: Horticulture Science</b>			
Course 1	Course 2	Course 3	Course 4
Agriscience (5957)	Plant Science and Hydroculture (6119)	Greenhouse Management (5954)	Landscaping and Turf Science (5951)
<b>Program of Study: Veterinary &amp; Animal Science</b>			
Course 1	Course 2	Course 3	Course 4
Agriscience (5957)	Small Animal Science (5958)	Large Animal Science (6116)	Veterinary Science (5961) -and/or- Work Based Learning (6105)
<b>Program of Study: Agricultural Engineering and Applied Technologies</b>			
Course 1	Course 2	Course 3	Course 4
Agriscience (5957)	Principles of Agricultural Mechanics (5944)	Agricultural Power and Equipment (5945)	Agricultural & Biosystems Engineering (5963)
<b>Program of Study: Agribusiness</b>			
Course 1	Course 2	Course 3	Course 4
Agriscience (5957)	Principles of Agribusiness (5946)	Organizational Leadership & Communications (5956)	Agricultural Business & Finance (5943)
<b>Program of Study: Environmental and Natural Resource Management</b>			
Course 1	Course 2	Course 3	Course 4
Agriscience (5957)	Applied Environmental Science (6114)	Plant and Soil Science (5950)	Natural Resources Management (6117) -and/or- AP Environmental

## Agriscience

Grade Level: 9, 10, 11

**DESCRIPTION:** Agriscience is a creative lab-intensive course that explores the fields of chemistry, biology, physical science, and ecology in their relationship with the American agricultural industry. Topics covered in this class include an introduction to chemical elements, soil properties, animal and plant reproduction, cells and cell functions, genetics, energy, electricity, and leadership development. **This class can serve as one of the 3 lab science credits necessary for graduation.** Students will have the opportunity to participate in the State Agriscience Fair, construct environmental projects, and take part in hands-on creative experiments. **This class will satisfy the requirements for 1 lab science credit.**

**Standard**

**805957**

**Credit: 1**

**Honors**

**825957**

**Credit: 1**

**\*[Note: Students will complete a formal Agriscience fair project as a culminating assignment.]**

## Principles of Plant and Soil Science

Grade Level: 9, 10, 11, 12

Credit: 1

PREREQUISITE: Agriscience

**DESCRIPTION:** Principles of Plant and Soil Science provides hands on learning in a laboratory/greenhouse setting relating to the science of plant health, plant growth, plant reproduction and fundamental principles of hydroponics. Students will investigate the roles of cultivated plants in meeting the food, fiber, fuel, medicinal, aesthetic and occupational needs of society. Students will investigate the properties of plant production through interactive labs and activities. These labs and activities include various soil testing, flower dissection, and hydroculture system development. ***This is a prerequisite course for Greenhouse Management and Landscaping & Turf Science.***

# ARCHITECTURAL ENGINEERING (SKILLS USA)

<b>CLUSTER: ARCHITECTURE &amp; CONSTRUCTION</b>			
<b>Program of Study: Architectural &amp; Engineering Design</b>			
Course 1	Course 2	Course 3	Course 4
Architectural & Engineering Design I (6037)	Architectural & Engineering Design II (6039)	Architectural & Engineering Design III	Engineering Practicum -or- AP Calculus -or- AP Physics
<b>Program of Study: Interior Design</b>			
Course 1	Course 2	Course 3	Course 4
Foundations of Interior Design (6014)	Residential Interior Design (6006)	Commercial Interior Design (6122)	Advanced Interior Design (6121)

## Architectural & Engineering Design I (Formerly CAD) (816037)

Grade Level: 9, 10

Credit: 1

**DESCRIPTION:** This 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 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.

## Foundations of Interior Design I (806014)

Grade Level: 9, 10, 11, 12

Credit: 1

**DESCRIPTION:** This is a specialized course focused on the interior of living environments. The course includes instruction in the fundamentals of interior design; the application of skills, knowledge, and design principles to the living environment; interior design occupations and careers; universal and “green” design; and professional and marketing skills. **Note: Beginning with the 2016-17 school year students will be able to take this course to satisfy the fine art credit required for graduation.**

# **BUSINESS & INFORMATION TECHNOLOGY**

## **(FBLA)**

<b>CLUSTER: BUSINESS MANAGEMENT &amp; ADMINISTRATION</b>			
<i>Program of Study: Office Management</i>			
Course 1	Course 2	Course 3	Course 4
Computer Applications (5891)	Business Communications (5888)	Business Management (5889)	Advanced Computer Applications (5904) (May be taught for 1 or 2 credits)
<b>CLUSTER: FINANCE</b>			
<i>Program of Study: Accounting</i>			
Course 1	Course 2	Course 3	Course 4
Introduction to Business & Marketing (5905)	Accounting I (5910)	Accounting II (5911)	Financial Planning (5890) - or- Statistics -or-AP Statistics
<i>Program of Study: Banking &amp; Finance</i>			
Course 1	Course 2	Course 3	Course 4
Introduction to Business & Marketing (5905)	Accounting 1 (5910)	Banking & Finance (5899)	Financial Planning (5890)

### **Computer Applications (805891)**

Grade Level: 9, 10, 11, 12

Credit: 1

Computer Applications is a foundational course that teaches students knowledge of computer software that will help prepare the student for classes required at the collegiate level or the work force. Emphasis is on the computer application software suite, Microsoft Office, that consists of Word, Excel, Access Databases, and PowerPoint. This course reinforces software skills with the use of a wide variety of business documents. It is recommended for all students to develop their functional keyboarding skills and the command for integrating technology into their life. Future Business Leaders of America (FBLA) is co-curricular with this course. Students will have the opportunity to become Microsoft Specialist Certified in Word.

### **Introduction to Business and Marketing (805905)**

Grade Level 9, 10

Credit: 1

**DESCRIPTION:** Intro. to Business & Marketing is a course with the objective to familiarize students to the concepts, analyses, and activities that comprise business and marketing. This course gives an overview of the business arena by examining the role/function of businesses, types of businesses, managerial functions, marketing principles, financial management, technology, ethics, and global influences. Students will learn by hands on activities, video and traditional teaching methods. Future Business Leaders of America (FBLA) and DECA is co-curricular with this course; some participation may be required

# Marketing (DECA)

<b>CLUSTER: MARKETING</b>			
<i>Program of Study: Marketing Management</i>			
Course 1	Course 2	Course 3	Course 4
Introduction to Business & Marketing (5905)	Marketing & Management I: Principles (5931)	Marketing & Management II: Advanced Strategies (5932)	Advertising & Public Relations (5936)—or-Retail Operations (5938) -or-Event Planning & Management (6168)

## Introduction to Business and Marketing (805905)

Grade Level 9, 10

Credit: 1

**DESCRIPTION:** Intro. to Business & Marketing is a course with the objective to familiarize students to the concepts, analyses, and activities that comprise business and marketing. This course gives an overview of the business arena by examining the role/function of businesses, types of businesses, managerial functions, marketing principles, financial management, technology, ethics, and global influences. Students will learn by hands on activities, video and traditional teaching methods. Future Business Leaders of America (FBLA) and DECA is co-curricular with this course; some participation may be required

# CRIMINAL JUSTICE (SKILLS USA)

<b>CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS, &amp; SECURITY</b>			
<i>Program of Study: Criminal Justice &amp; Correction Services</i>			
Course 1	Course 2	Course 3	Course 4
Criminal Justice 1 (5987)	Criminal Justice 2 (5988)	Criminal Justice 3 (5989)	Criminal Justice Practicum (6194)
<i>Program of Study: Pre-Law</i>			
Course 1	Course 2	Course 3	Course 4
Pre-Law I (6195)	Pre-Law II (6196)	Pre-Law III (6197)	Success Skills & Service Learning or A.P. Govt & Politics (3445)

## Criminal Justice I (805987)

Credit: 1

Grade Level: 9, 10, 11

**\*Honors (825987): Students will complete a formal research project**

**DESCRIPTION:** This is an introductory course in the Law Enforcement program of study. Criminal Justice I serves as a comprehensive survey of how the law enforcement, legal and correctional systems interact with each other in the United States. Current issues will be researched in the context of local, state and federal laws. Skills will be developed in the areas of crime control and the judicial process. Additionally, upon completion of the course, students will understand the importance of communication and professionalism in law enforcement.

## Pre-Law I (806195)

Grade Level: 9, 10, 11

Credit: 1

**\*Honors: Students will complete a research/writing project as a culminating assignment**

**DESCRIPTION:** This course is the introductory course in the Pre-Law program of study for those students

who are interested in the law. This course can identify careers in legal services field, evaluate legal documents as they pertain to the rights of citizens outlined in the U.S. Constitution, and analyze the criminal court system process from arrest to parole.

Standard

## DIGITAL DESIGN & TECHNOLOGY (SKILLS USA)

<b>CLUSTER: ARTS, AUDIO/VISUAL TECHNOLOGY, &amp; COMMUNICATIONS</b>			
<i>Program of Study: Digital Arts &amp; Design</i>			
Course 1	Course 2	Course 3	Course 4
Digital Arts & Design 1 (6084)	Digital Arts & Design 2 (6086)	Digital Arts & Design 3 (6087)	Applied Arts Practicum - and/or-AP Studio Art: 2-D Design

### Digital Arts and Design I (806084)

Grade Level: 9, 10, 11, 12

Credit: 1

**DESCRIPTION:** This 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 communication solutions which 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 using Apple iMacs, which they will carry with them throughout the full sequence of courses in this program of study. SkillsUSA, the student organization for this course, is active in community service, field trips, and various competitions.

## FAMILY & CONSUMER SCIENCES (FCCLA)

<b>CLUSTER: ARTS, AUDIO/VISUAL TECHNOLOGY, &amp; COMMUNICATIONS</b>			
<i>Program of Study: Fashion Design</i>			
Course 1	Course 2	Course 3	Course 4
Visual Art 1 (3501)	Foundations of Fashion Design (6120)	Fashion Design (6008)	Advanced Fashion Design (6009)
<b>CLUSTER: HUMAN SERVICES</b>			
<i>Program of Study: Human and Social Sciences</i>			
Course 1	Course 2	Course 3	Course 4
Intro to Human Studies (6137)	Lifespan Development (6013)	Family Studies (6136)	Human Services Practicum (6138) -and/or- Psychology (3433) - and/or- Sociology (3432)
<i>Program of Study: Dietetics &amp; Nutrition</i>			
Course 1	Course 2	Course 3	Course 4
Intro to Human Studies (6137)	Nutrition Across the Lifespan (6005)	Nutrition Science & Diet Therapy (6007)	Human Services Practicum (6138) -and/or- Psychology (3433) - and/or- Sociology (3432)

### Human Studies (806137)

Offered during Commando Time

Grade Level: 9, 10

Credit: 1

**DESCRIPTION:** This course is a foundational class for students interested in becoming a counselor, therapist, teacher, social worker, stay-at-home parent, dietician, nutritionist or community volunteer. This course covers the history of counseling, career investigation, stress management, mental illness, communication and the counseling process.

### Fashion Design I: Foundations (806120)

PREREQUISITE: Visual Art I

Credit: 1

**DESCRIPTION:** Foundations of Fashion Design introduces students to the rich history of the fashion industry and the basic design principles that are integral to its operation. This course covers the production as well as the marketing of fashion goods and services, with particular attention paid to business practices that support fashion-related enterprises, including forecasting, merchandizing, and product management and promotion. **Note: Beginning with the 2016-17 school year students will be able to take this course to satisfy the fine art credit required for graduation.**

## HEALTH SCIENCES (HOSA)

<b>CLUSTER: HEALTH SCIENCE</b>			
<b>Program of Study: Nursing Services</b>			
Course 1	Course 2	Course 3	Course 4
Health Science Education (5998)	Medical Therapeutics (5999) – or- Anatomy & Physiology (3251 or 5991)	Medical Therapeutics (5999) – or- Anatomy & Physiology (3251 or 5991)	Nursing Education (6000)
<b>Program of Study: Emergency Services</b>			
Course 1	Course 2	Course 3	Course 4
Health Science Education (5998)	Medical Therapeutics (5999) – or- Anatomy & Physiology (3251 or 5991)	Medical Therapeutics (5999) – or- Anatomy & Physiology (3251 or 5991)	Emergency Medical Services (5995)
<b>Program of Study: Therapeutic Clinical Services</b>			
Course 1	Course 2	Course 3	Course 4
Health Science Education	Medical Therapeutics (5999) – or- Anatomy & Physiology (3251 or 5991)	Medical Therapeutics (5999) – or- Anatomy & Physiology (3251 or 5991)	Clinical Internship (5993)

### Health Science Education (805998)

Grade Level: 9, 10, 11, 12

Credit: 1

PREREQUISITE: Wellness

**DESCRIPTION:** This course includes basic health care information on services and products related to the health of people or animals. Subject matter will include career choices, skill development, and application of health concepts relative to becoming a health care professional. Health Science Education is designed for students who have an interest in a healthcare field.



# INFORMATION TECHNOLOGY (SKILLS USA)

<b>CLUSTER: INFORMATION TECHNOLOGY</b>			
<i>Program of Study: Coding</i>			
Course 1	Course 2	Course 3	Course 4
Computer Science Foundations (6095)	Coding 1 (6098)	Coding 2 (6099)	Coding Practicum (5908)

## Computer Science Foundations (806095)

Grade Level: 9, 10, 11, 12

Credit: 1

**DESCRIPTION:** This is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Programming, Software Development (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, basic digital theory; project management and teamwork; client relations; cause and prevention of internet security breaches; and writing styles appropriate for web publication.

# ENGINEERING: PROJECT LEAD THE WAY

Course 1	Course 2	Course 3	Course 4
Introduction to Engineering	Principles of Engineering	Digital Electronics	Engineering Design & Development

Students are expected to follow a college preparatory sequence of courses in high school mathematics as well as completion of physics. To enter the program as a **freshman**, students are required to be taking Honors Algebra 1.

## Introduction to Engineering Design (IED) (806054)

Credit: 1

**PREREQUISITES:** Algebra 1 or Honors Algebra 1 (co-req)

**DESCRIPTION:** Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product. Students learn how to sketch concepts, 3D model, and prototype designs using 3D printers, laser cutters and a variety of hand and power tools.

# **AP OFFERINGS** *(see prerequisites and grade level requirements in catalog)*

Advanced Placement English Language: (303013)	Credit: 1
Advanced Placement Literature: English IV (303014)	Credit: 1
Advanced Placement Biology – <i>Yearlong Course</i>	Credit: 2
Advanced Placement Environmental Science (303260)	Credit: 1
Advanced Placement Chemistry (303225)- <i>Yearlong Course</i>	Credit: 2
Advanced Placement Physics I (303238)	Credit: 1
Advanced Placement Physics II (303239)	Credit: 1
Advanced Placement U. S. History (303440)	Credit: 2
Advanced Placement World Studies (303449) <i>Adv. Hon Eng 1 &amp; AP World History</i>	Credit: 2
Advanced Placement European History (303441)	Credit: 1
Advanced Placement Human Geography (303450)	Credit: 1
Advanced Placement Government (303445)	Credit: .5 + .5 Hon Econ
Advanced Placement Psychology	Credit: 1
Advanced Placement Spanish (303025)	Credit: 1
AP Latin: Vergil (303035)	Credit: 1
AP Art (303533) [By Audition/Application Only]	Credit: 1
Music Theory, Advanced Placement (303535)	Credit: 1
Advanced Placement Computer Science Principles (803634)	Credit: 1
Calculus	Credit: 1 per term
Advanced Placement AB 303127 Spring	
Advanced Placement BC 303128 Spring	
Advanced Placement Statistics (303129)	Credit: 1
Advanced Placement Capstone	Credit: 2
AP Seminar	1 Elective credit
AP Research	1 Credit

