

# HENDERSONVILLE HIGH SCHOOL



## 2024-2025

### FRESHMAN CATALOG



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# HENDERSONVILLE HIGH SCHOOL

## 2024-2025 ACADEMIC CATALOG

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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 plans for future 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. The master schedule is built to accommodate student requests and ensure that all students are prepared for graduation and their post-secondary aims. Therefore, students and families should understand that the student is committing to the specific classes chosen at their registration appointment and will be expected to take them during the 2024-2025 school year. Course change requests following registration will only be made for reasons outlined in board policy. 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.

**D. Alternate Academic Diploma**

Beginning with students entering the ninth (9<sup>th</sup>) grade in 2018, an alternate academic diploma may be awarded to students with the most significant cognitive disabilities at the end of their fourth (4<sup>th</sup>) year of high school who have (1) participated in the high school alternate assessments, (2) earned the prescribed twenty-two (22) credit minimum, (3) received special education services or supports and made satisfactory progress on an IEP, (4) have satisfactory records of attendance and conduct, and (5) have completed a transition assessment(s) that measures, at a minimum, postsecondary education and training, employment, independent living, and community involvement. The required credits may be earned either through the state-approved standards or through alternate academic diploma course requirements defined by the Department of Education. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until the student receives a regular high school diploma or through the school year in which the student turns twenty-two (22).

**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> ] .....	<u>4</u>
Total .....	<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.

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. 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 or Marketing I, 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.

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

†† Students must complete four additional elective credits. This is in addition to TDOE graduation requirements, determined by the LEA. 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 Science Requirement

Beginning with students who enroll in ninth (9th) grade in the 2024-25 school year or any subsequent school year, earn at least one (1) credit of computer science in high school; 1. Students may fulfill this requirement by substituting computer science for the student's fourth credit of mathematics, third credit of science, or an elective focus credit. Students may only use computer science as a substitution to fulfill one (1) credit in mathematics, or one (1) credit in science, or one (1) or more elective focus credits required for a traditional high school diploma. 2. Students who transfer from another state or country, or from a non- public school 11 to a Tennessee high school during their 12th grade year are exempt from this requirement.

\*Allowable course substitutions may be found in the TSBE Graduation Substitutions Policy 3.103 and the Course Credit Minimum and Maximum section in this document.

### 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 anyone (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. Students with disabilities shall be provided accommodation in accordance with their IEP or 504 plan. English Learner proficiency level shall also be considered when determining if accommodations are needed. Needed accommodation and support shall be reviewed at least annually.
7. The IEP team must determine if a student with a disability should participate in the general assessment with or without accommodation or in the alternate assessment. To participate in an alternate assessment, the IEP team shall determine that alternate assessment is more appropriate than the general assessment and that the student meets all three of the following eligibility requirements:
  - a. Criterion 1: The student has a significant cognitive disability. Only students with the most significant cognitive disability should be considered for the alternate assessment.
  - b. Criterion 2: The student is learning content linked to (derived from) state content standards. There is sufficient data to indicate the student is learning content linked to (derived from) state content standards.
  - c. Criterion 3: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
    - i. a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and



- ii. b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.
8. The IEP team shall rule out that the inability to achieve the state grade level achievement expectations is the result of excessive or extended absences or social, cultural, or economic differences. Participation in the alternate assessment shall be determined at least annually. A student who meets the eligibility criteria and whose IEP team determines participation in the alternate assessment is appropriate shall be assessed in all four (4) content areas: ELA, math, science, and social studies.
9. 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. 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 15% for the 2022-2023 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 (11<sup>th</sup>) 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 (11<sup>th</sup>) grade year must take either the ACT or SAT. Senior ACT/SAT assessment administration should be considered for unusual circumstances (i.e.: private school, homeschool enrollment prior to SCS enrollment).

### United States Civics Test

Beginning July 1, 2019, all high school students must take and pass a district-developed United States civics test.

1. The test shall be comprised of a minimum of 50 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. The test must be composed of at least twenty-nine (29) questions on American government, at least sixteen (16) question on American history, and at least seven (7) question on integrated civics. 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 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 (9<sup>th</sup>) 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 (7<sup>th</sup>) grade and tenth (10<sup>th</sup>) grade and use the results to inform their plan of study.

By the end of tenth (10<sup>th</sup>) grade, the student shall complete the second (2<sup>nd</sup>) 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 request in writing to graduate early by providing a parent signed letter to their counselor. Schools will submit all approved Early Graduation Request to the Instruction Department for Board Approval.

The district will hold an optional mid-year graduation ceremony for students approved to graduate early. Early graduates who choose not to participate in the mid-year graduation ceremony may elect to participate in their school's spring graduation ceremony. Participation in school sponsored activities, including but not limited to prom and other senior events, is at the discretion of the building administrator for all students who meet the requirements to graduate early.

Students who choose to participate in the mid-year ceremony will receive a diploma at that time. Students who choose to participate in the spring ceremony will receive their diploma at that time. Students who choose not to participate in either ceremony will pick up their diploma the day following the ceremony. For early graduates, upon request, the principal will provide the student with a letter certifying completion of all requirements for graduation.

### 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.

### Repeating a Course

For courses with a maximum of 1 credit, students may only repeat a course if the student did not receive a passing grade on the original attempt. Courses with maximum of more than 1, such as some CTE courses, may be repeated. (Refer to the Course Credit Minimum and Maximum section of the Sumner County Schools High School Curriculum Coordination Guide.)

### 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

Uniform Grading System – Weighting for Advanced Coursework					
Grade	Percentage Range		Honors Courses	Statewide and Local Dual Credit Courses, Dual Enrollment, and Capstone Industry Certification-Aligned Courses	Advanced Placement and International Baccalaureate Courses
<b>A</b>	<b>90</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>80</b>	<b>89</b>			
<b>C</b>	<b>70</b>	<b>79</b>			
<b>D</b>	<b>60</b>	<b>69</b>			
<b>F</b>	<b>0</b>	<b>59</b>			

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

\*\* Students who sit for the aligned culminating exam.

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 fifteen (15%) in the 2022-2023 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. In the event of test modifications or cancellations by the State of Tennessee, EOC subject grades will be calculated by averaging the first and second nine-week grades at 50% each. 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 follow Sumner County Board of Education policy IHAA. For honors classes, three points shall be added to the final numerical grade of the coursework grades. (Note: Quality points will not be added, in anyway, to students’ EOC test scores.) 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.

## Early Post Secondary Opportunities

### 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. (REFERNCE EXHIBITS in SCS Curriculum Coordination Guide)
<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 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<sup>®</sup> Access for ALL

Taking advantage of Advanced Placement classes in high school can help students earn college credit alongside their diploma and provide tuition savings as an undergraduate. AP classes prepare students to take tests on college-level knowledge on AP subjects including, English, social science, math, and various languages. Students who receive passing scores on these exams can earn college credit. SCS will offer virtual AP opportunities for students. AP Access Project courses are only available for students if the course is not offered face-to-face at the school where the student is enrolled.

AP Access Project courses are taken asynchronously either within the student's typical school schedule/day or outside the typical school schedule/day. These courses are credit bearing and will count in GPA calculations.

For purposes of ranking valedictorian and salutatorian, only classes in a student's schedule, (not to exceed nine credits annually) will count in the number of honors and AP credits. Therefore, any virtual class taken in addition to a student's typical schedule/day will not be counted in the number of honors and AP credits.

Students who receive a 3 or higher on the AP Exam will receive college credit. Students who receive a 2 on the AP Exam are deemed by AP College Board to be College Ready.

## Private School/ Home Schools Statement

A pupil 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). Pupils transferring from schools (private schools or home schools) which are not approved by the State Board of Education shall be allowed credit only when they have passed a course-specific comprehensive examination or a state-recognized standardized test with a score of 60% or higher. These examinations and tests are to be administered and graded by the principal or designee.

Pupils from schools not approved by the State Board of Education requesting enrollment in the 9th grade will be placed in classes based on passing a grade-specific comprehensive examination(s) administered and graded at the school the student is enrolling in. Pupils requesting enrollment in the 10th, 11th, or 12th grades will receive credits and be placed in classes based on passing a course-specific comprehensive examination(s) for all EOC courses administered and graded under the supervision of the principal or his/her designee of the high school at which the student is seeking enrollment. Upon earning a passing score (60% or higher) on the examination, the transfer grade will be recorded on the Sumner County transcript. Special circumstances needing individualized determination will be addressed by the building administrator, school counselor and instructional coordinator.

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 <https://www.tn.gov/education/families/school-options/non-public-schools.html>

## Summer School Statement

Transfer credit for summer school will be accepted from schools approved by state boards of education and posted on a high school transcript. All summer credits will be posted to the previous spring semester.

*Credit Recovery:* Students are eligible for credit recovery if they scored a 50 or higher and did not pass the course. Students taking remediation courses during the summer may receive credit upon passing.

*Repeating Initial Credit (IC):* Students failing a class with less than a 50 are eligible for repeating the initial credit.

*Initial Credit (IC):* Sumner County will provide a list of the applicable initial credit courses. The last day to drop the course will be one week from the first day of 32 summer school. First time initial credit End of Course classes may not be offered for summer school.

## Foreign Exchange Students

The primary purpose of the foreign exchange program is for students to benefit from cultural exchange. It is not a primary purpose of the program that foreign exchange students graduate from a U.S. secondary school. If the student meets all Tennessee and Sumner County School requirements for graduation, the student may graduate. No course may be substituted for a required course without approval of the Director of Sumner Schools in consultation with the Tennessee State Department of Education. (From Sumner Co. Board Policy Manual, I – IFCA <https://go.boarddocs.com/tn/scstn/Board.nsf/goto?open&id=9CCLKY534F34#>) For extenuating or special circumstances, coordination with the Attendance Supervisor is recommended.

## 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

1. 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. The following Work-Based Learning Framework will govern all WBL experiences. The Tennessee Department of Education will provide school systems with a Work-Based Learning Policy Guide and Work-Based Learning Implementation Guide consistent with this framework to address training requirements, program expectations, and legal requirements.
2. Structure of the Program. 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.
3. Coordination of the Program. A Work-Based Learning Coordinator, in conjunction with a team of supervising teachers as outlined by the Work Based Learning Policy Guide and the Work-Based Learning Implementation Guide, will be responsible for: (1) the recruitment of appropriate work sites; (2) coordination of ongoing communications with workplace mentors; (3) facilitation of instruction that meets the WBL Framework requirements and WBL course standards where applicable; and (4) all required documentation related to student work, safety training, and job placements as outlined by the Work-Based Learning Policy Guide and the Work-Based Implementation Guide.
4. Supervision of Students. A designated workplace mentor will supervise each student. Regular monitoring will be provided by a dedicated supervising teacher or the WBL Coordinator to ensure WBL Framework requirements are met as outlined in the Work- Based Learning Policy Guide and the Work-Based Learning Implementation Guide.
5. Development of Personalized Learning Plans. 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) 21stCentury learning and innovation skills, and personal and social skills. The personalized learning plan will also include safety training appropriate to the WBL experience as covered by the supervising teacher, the workplace mentor, or both, and as outlined in the Work-Based Learning Policy Guide and the Work-Based Learning Implementation Guide.
6. Student Assessment Using Multiple Measures. Students must exhibit work readiness, knowledge, attitudes, and skills as determined by the supervising teacher and workplace mentor and consistent with the Work-Based Learning Policy Guide and the Work-Based Learning Implementation Guide 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 as outlined in the Work-Based Learning Policy Guide and Work-Based Learning Implementation Guide.
7. Evaluation of Program Quality. Local boards of education will adopt a process for evaluation and assessment to ensure WBL experiences are of high quality for the student. Recommended evaluation tools are provided in the Work-Based Learning Implementation Guide.

## Enhanced Option School Programs

**E. B. Wilson High School (virtual & hybrid):** 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:** is available for students who need additional social or emotional supports and/or placed by a disciplinary committee established by the Board of Education.

**Sumner County Middle College:** 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 can 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:** is a partnership between Sumner County Schools and Tennessee College of Applied Technology (TCAT). The campus is in Portland adjacent to Portland East Middle School. Open to rising juniors and seniors in Sumner County, the school currently offers six 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)

**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).

**Initial Credit of 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.
9. See Edgenuity Guidebook for Enrollment Form and Student Agreement.

### 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 50-59 **and**
3. The student mastered at least 50% of the course standards as evidenced by the course grade or diagnostic assessment as available in Edgenuity is able to take the course in Credit Recovery.
4. 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* may 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 sixty percent (60%). The student transcript shall denote that the credit was attained through credit recovery. The original failing grade may also be listed on the transcript, but shall not factor into student GPAs, in accordance with the State Board of Education’s Uniform Grading Policy (3.103).

### Activities During Instructional Time

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 do not exceed 360 minutes per term and that an individual class is not 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

<b>Tiers of Recognition</b>	<b>Cumulative GPA</b>	<b>Honors and AP Credits</b>
“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

Except for 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 Distinctions

### State Honors

Students who score at or above all the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with "state honors."

### District Distinction

Students shall be recognized as graduating with district distinction if they have met the graduation requirements, have obtained an overall grade point average of a 3.0 or higher on a 4.0 scale, and have earned an industry certification in his or her career interest category or a regionally recognized industry certification.

### Tennessee Tri-Star Scholar

A student who earns a composite score of 19 or higher on the ACT or an equivalent score on the SAT, earns a capstone industry certification as promoted by The Department of Education, shall be recognized as a Tennessee Tri-Star Scholar upon graduation from high school. The public high school shall recognize the student's achievement at the graduation ceremony by placing an appropriate designation on the student's diploma or other credential. The student shall be noted as a Tennessee Tri-Star scholar in the school's graduation program.

### State Distinction

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 Program.
- h. Earn 12 or more semester hours of transcribed postsecondary credit.

### Tennessee Seal of Biliteracy

LEA's shall recognize students who have attained a high level of proficiency in speaking, reading and writing in one or more languages in addition to English with a Seal of Biliteracy. Students receiving this recognition shall meet the following criteria:

- a. Complete all English language arts requirements for graduation with an overall grade point average of 3.0 or higher in those classes.
- b. Demonstrate English proficiency through one of the following
  - a. Score 3 or higher on an AP English Language or English Literature exam
  - b. Score 22 or higher on the ACT Reading subtest or 480 or higher on the SAT evidence-based reading and writing subtest; or
  - c. Score 4.5 or higher on the WIDA Access if the student is an English Learner;
  - d. AND
  - e. Score on the advanced, on-track, or mastered level on each English language arts End of Course assessment taken (excluding End of Course assessments taken during the student's final semester prior to early graduation); and
- c. Achieve a passing score on a nationally recognized foreign language proficiency assessment. If a nationally recognized foreign language assessment is not available, LEAs may develop other appropriate methods for students to demonstrate proficiency, such as through a portfolio. Any alternate model must address communication, cultures, connections, comparisons and communities. OR score 3 or higher on an AP world language exam

Each local board shall affix an appropriate insignia to the diploma or transcript of the qualifying pupil indicating that such pupil has been awarded a Tennessee Seal of Biliteracy.

#### Community Service

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

#### Industry 4.0

The Industry 4.0 Diploma Distinction was developed for high school students who are interested in pursuing a career in a high-need, high-skill industry after graduation. Students who earn the Industry 4.0 Diploma Distinction will be more prepared to seamlessly transition into the workforce. Student Requirements • Earn at least nine credits of dual enrollment and/or Work-Based Learning • Meet no less than once per month with a career coach during junior and senior years • Successfully complete all coursework required for graduation

*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 any of the 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 TDOE. 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.

Students who complete any of the required courses prior to ninth grade will have the course documented on the high school transcript and will count toward the required 26 credits; however, it will not be included in the GPA calculation. Students are still required to take English and Mathematics course each year of high school.

# -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.*

	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>	Hon. Eng. I (World Studies)	Hon. Eng. II/ AP Seminar	AP English Language and Composition	AP English Literature and Composition
<b>Other</b>				College English (taken through MTSU)

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

- Journalism I and/or II \*Recommended for grades 10-12

### **Standard English I (103001)**

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.

*\* Summer reading requirements will be posted on the school website and communicated at registration.*

### **Honors English I (203001)**

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 requirements will be posted on the school website and communicated at registration.*

### **Honors English I (World Studies) (213001)\***

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 will be posted on the school website and communicated at mandatory family meeting in May.*

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

Credit: 1

Grade Level: 9, 10, 11, 12

**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**

## **SCHOOL YEAR 2024-2025 MATH PATHWAYS REFERENCE PAGE**

	9th	10th	11th	12th
Standard	FALL: ALGEBRA I- Part 1 Extended  SPRING: ALGEBRA I- Part 2 Extended  Or STANDARD ALGEBRA I	GEOMETRY	ALGEBRA II	STANDARD PRE-CALCULUS or MATHEMATICAL REASONING FOR DECISION MAKING or SAILS STATISTICS (SDC) (math ACT must be 18 or less)
Honors	HONORS ALGEBRA I	HONORS GEOMETRY	HONORS ALGEBRA II	HONORS PRE-CALCULUS (SDC) or HONORS STATISTICS (SDC) or ADVANCED PLACEMENT PRECALCULUS
Advanced	FALL: HONORS ALGEBRA I  SPRING: FRESHMAN HONORS ALGEBRA II	FALL: HONORS GEOMETRY for AP PRECALCULUS  SPRING: ADVANCED PLACEMENT PRECALCULUS	FALL: HONORS CALCULUS  SPRING: ADVANCED PLACEMENT CALCULUS AB/BC	ADVANCED PLACEMENT STATISTICS
Alternate Honors	HONORS ALGEBRA I	FALL: HONORS GEOMETRY (or spring freshman year with teacher recommendation <u>and</u> enrollment in a computer science class)  SPRING: HONORS ALGEBRA II	HONORS PRECALCULUS (SDC) or ADVANCED PLACEMENT PRECALCULUS	HONORS STATISTICS (SDC) or FALL: HONORS CALCULUS SPRING: ADVANCED PLACEMENT CALCULUS AB/BC or ADVANCED PLACEMENT STATISTICS

## Algebra I

Credit: 1

**Standard 1- Part 1 Ext. Schedule (131023 Fall)**

**Standard 1- Part 2 Ext. Schedule (131024 Spring)**

**Standard Algebra (103102)**

**Honors (203102)** – Placement is determined by an 8<sup>th</sup> grade benchmark test and teacher recommendation.

**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 Algebra is based on a combination of the student's score on the 8<sup>th</sup> grade math assessment and math teacher recommendation.*

## Algebra II

Credit: 1

**Freshman Honors (213103)** Minimum C in Honors Algebra I and Math teacher recommendation

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

# SCIENCE

	9th	10th	11th	12th
Standard	ECOLOGY	BIOLOGY	CHEMISTRY	OPTIONAL SCIENCE CREDIT
Honors	HONORS BIOLOGY	HONORS CHEMISTRY or PHYSICS	ANATOMY & PHYSIOLOGY I AP BIOLOGY AP CHEMISTRY AP ENVIRONMENTAL and/ or AP PHYSICS I and/or II	ANATOMY & PHYSIOLOGY I or II CHEMISTRY II AP BIOLOGY AP CHEMISTRY AP ENVIRONMENTAL and/or AP PHYSICS I and/or II
Advanced	FALL - HONORS BIOLOGY/ SPRING – HONORS CHEMISTRY	FALL or SPRING – HONORS PHYSICS or FALL and SPRING: AP CHEMISTRY	ANATOMY & PHYSIOLOGY I AP BIOLOGY AP CHEMISTRY AP ENVIRONMENTAL and/or AP PHYSICS I and/or II	ANATOMY & PHYSIOLOGY I or II CHEMISTRY II AP BIOLOGY AP CHEMISTRY AP ENVIRONMENTAL and/or AP PHYSICS I and/or II

## Ecology (103255)

Credit: 1

Grade Level: 9, 10, 11, 12

**DESCRIPTION:** Ecology is designed to provide students with an awareness of the seriousness of the environmental issues



we are faced with today and for years to come. Students will learn how current trends, such as growing populations, soil erosion, depletion of resources, and deforestation, are not sustainable, and how they must be modified to enable a sustainable civilization. Ecology will count as one of the three sciences for high school graduation and will fulfill the college entrance requirements as one science.

**Biology (103210)**

**Honors (203210)**

Credit: 1

Grade Level: 10, 11, 12

**DESCRIPTION:** The standard biology course is designed to acquaint the student with the basic biological principles which includes both zoology and botany. Laboratory experiences are included in this course. This course meets college admission requirements. In honors, Students can expect a greater emphasis on analytical thinking skills and independent work (including dissection).

**Chemistry**

Credit: 1

**Honors (203221)**

PREREQUISITES: Algebra I *\*teacher recommendation for Honors*

**DESCRIPTION:** This course is intended for students who need a general descriptive knowledge of chemistry with mathematical requirements limited to Algebra I. General chemical principles are emphasized through laboratory experiences. This class fulfills requirements for college admission. Students should have strong mathematical skills. Laboratory experiences lead students to apply chemical principles.

## **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 Psychology (9-12)	AP Human Geography (10-12) OR AP European History (10-12) AP Psychology (9-12)	AP US History AP Psychology (9-12)	AP US Government/Economics  AP Psychology (9-12)

**World History (103415)**

Credit: 1

**\*Honors (203415)** Prerequisite: Teacher Approval

**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.

**Advanced Placement World History (303449)**

Credit: 1

Grade Levels: 9

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. aka World Studies, it is a year-long course combined with Adv. Honors English I using a team-teaching approach. All students are required to take the AP exam in May. The AP exam fee is \$97.

### **Advanced Placement Psychology (3H3447)**

Credit: 1

PREREQUISITE: Parent Acknowledgement Form

**DESCRIPTION:** The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

## **WORLD LANGUAGE**

Two years of the same world language are required in order to receive a Common Core diploma. When choosing a world language, parents and students should be aware that many colleges and universities now require students to have proficiency in a world 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)**

Credit: 1

Grade Level: 9, 10, 11, 12

PREREQUISITE: Teacher Recommendation; It is recommended that students have at least an A or B in English.

**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)**

Credit: 1

Grade Level: 9, 10, 11, 12

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)**

Credit: 1

Grade Level: 9, 10, 11

PREREQUISITE: Teacher recommendation [for Honors]; It is recommended that students have at least an A or B in English.

**DESCRIPTION:** Students gain the ability to communicate in French in all the situations covered in Standard French 1. Students will move at a faster pace and therefore extend their ability to communicate beyond that of Standard French 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 French II (203042)**

Credit: 1

Grade Level: 9, 10, 11, 12

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

**DESCRIPTION:** Students will make strides in reading and listening comprehension as well as express themselves in French through the written and spoken word. They will enjoy greater immersion in the language as much of the instruction will be given in French. They will cover the same content as Standard French 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 French III and French IV. It also fulfills the basic requirements for graduation.

**Honors Japanese I (202442)**

Credit: 1

PREREQUISITE: Teacher Recommendation; recommended that students have at least an A or B in English

*DESCRIPTION:* This course will provide a basic introduction to the Japanese language for students interested in Japan, its language, and its culture. Students will learn the basic Japanese alphabet (hiragana), self-introduction and other basic grammar, and be introduced to kanji (Japanese written characters). Students will also learn about Japanese daily life and holidays.

**Honors Japanese II (TBD)**

Credit: 1

PREREQUISITES: A or B in Japanese I Honors

*DESCRIPTION:* This course will continue from Japanese I and will take a more in-depth look at Japanese grammar, writing, and culture. This course will focus more on learning kanji (Japanese characters) as well as more difficult grammar and conjugation.

## **SPECIAL EDUCATION**

Students with Individual Education Plans will be assisted in choosing appropriate courses in the core curriculum areas. HHS offers resource classes in academic areas that fulfill the IEP and count towards graduation with a regular diploma.

**English I RESOURCE (913001)**

Credit: 1

PREREQUISITE: Must have an IEP with Resource English as a service

*DESCRIPTION:* This class is designed for students who receive special education services that need more intensive supports. Students learn the same curriculum as standard English I, but receive instruction in the special education environment. This course satisfies the graduation requirement for English I.

**Algebra IA RESOURCE (931025)**

Credit: 1

PREREQUISITES: Must have an IEP with resource math as a service

*DESCRIPTION:* This class is designed for students who receive special education services that need more intensive supports. Students learn the same curriculum as standard Algebra IA, but receive instruction in the special education environment. This class counts as a math credit towards graduation.

**Ecology RESOURCE (913202)**

Credit: 1

PREREQUISITES: Must have an IEP with resource Science as a service

*DESCRIPTION:* This class is designed for students who receive special education services that need more intensive supports. Students learn the same curriculum as standard Ecology students, but receive instruction in the special education environment. This course satisfies the graduation requirement for a lab science.

**World History RESOURCE (913415)**

Credit: 1

PREREQUISITE: Must have an IEP with resource World History as a service

*DESCRIPTION:* This class is designed for students who receive special education services that need more intensive supports. Students learn the same curriculum as standard World History but receive instruction in the special education environment. This course satisfies the graduation requirement for World History.

**Self-Advocacy Skills (924201)**

Credit: 1

Grade Level: 9, 10

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)**

Credit: 1

Grade Level: 9, 10, 11, 12

**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 (113566 & 113567)**

Credit: 1/per term

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)**

Credit: 1/per term

Grade Level: 9, 10, 11, 12

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.

## **Beginner Guitar (113566)**

Credit: 1

PREREQUISITE: Must provide own guitar

**DESCRIPTION:** This is a beginning-intermediate level music class. The class will cover basics of music reading and TAB reading. The students will learn the basics of the instrument, the parts, the tuning and the mechanics. This class is mostly for students who wish to learn how to play the guitar, but there will be opportunities for students who already know the basics of the guitar to improve their skill. If you've wanted to learn how to play the guitar this class is your chance! *This counts as a fine art credit towards graduation.*

## **Piano I (103565)**

Credit: 1

**DESCRIPTION:** This course is for students who wish to learn to play piano in a group setting. Little to no experience is required as the course starts with training in basic skills. The course introduces students to the fundamentals of piano playing, including technique, solo repertoire, harmonization, sight-reading and basic music theory. This is a perfect introduction to piano and music for those who have little to no experience or need a review of the very basics.

## **Music for Enjoyment & Understanding (103505)**

Credit: 1

Grade Level: 9,10,11, 12

**DESCRIPTION:** This class is for students who do not want to sing in a choir, but still fulfills the Fine Arts requirement. The class is designed to teach an understanding of the importance of music as it relates to 21st century life. The class is taught through lectures and class projects.

## **Concert Chorus (103570 & 113570)**

Credit: 1

Grade Level: 9, 10, 11, 12

PREREQUISITE: A positive interest in singing.

**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)**

Credit: 1

Grade Level: 9, 10, 11, 12

**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)**

Credit: 1

Grade Level: 9, 10, 11, 12

**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)**

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)**

### **JROTC BASIC (Fall 103331 + Spring 113331)**

Credit: 1 (per term)

Grade Level: 9, 10, 11, 12

**DESCRIPTION:** This program promotes, character development, civic responsibility, leadership skills, self-discipline, physical fitness and life skills. Students who complete three credits of JROTC will also satisfy the state required Wellness credit, Financial Management credit and Civics requirement. This program is seeking motivated students who are looking to improve their self-confidence, become physically fit, and develop leadership skills. The program offers three extra-curricular opportunities; a Raider team (advanced physical fitness,) a precision Drill team (marching), and a Rifle Marksmanship team (shooting).

### **JROTC RAIDER Strength & Conditioning (103339)**

Credit: 1 (per term)

Grade Level: 9, 10, 11, 12

**PREREQUISITES:** Upcoming freshmen are encouraged to join but must have previously coordinated with the instructor.

**DESCRIPTION:** Raider block is ROTC with an advanced physical fitness focus. Raider cadets should intend on participating on the Raider team (advanced physical fitness/obstacle course competition). Instructor approval required.

**NOTE: JROTC is not a military recruiting effort and there is no requirement or expectation that a student will join any branch of service.**

## **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.**

# AGRICULTURAL SCIENCES

<b>Cluster: Agriculture, Food, &amp; Natural Resources</b>			
<b><i>Program of Study: Horticulture Science</i></b>			
Course 1	Course 2	Course 3	Course 4
Agriscience	Plant Science and Hydroculture	Greenhouse Management	Landscaping and Turf Science
<b><i>Program of Study: Veterinary &amp; Animal Science</i></b>			
Course 1	Course 2	Course 3	Course 4
Agriscience	Small Animal Science	Large Animal Science	Veterinary Science
<b><i>Program of Study: Agricultural Engineering and Applied Technologies</i></b>			
Course 1	Course 2	Course 3	
Agriscience	Principles of Agricultural Mechanics	Agricultural Power and Equipment	
<b><i>Program of Study: Environmental and Natural Resource Management</i></b>			
Course 1	Course 2	Course 3	
Agriscience	Applied Environmental Science	Plant and Soil Science	

## **Agriscience (805957)**

Credit: 1

Grade Level: 9, 10, 11

**DESCRIPTION:** Agriscience is an introductory laboratory science course that prepares students for biology, subsequent science and agricultural courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology play in the twenty-first century. In addition, it is a pre-requisite course and serves as the first course for all programs of study in the Agricultural Science pathways. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework. This class will satisfy the requirements for one of the 3 lab science credits necessary for graduation.

## **Honors Agriscience (825957)**

Credit: 1

**PREREQUISITE:** At least a B in 8<sup>th</sup> grade science or Physical Science and at least a B in English

**DESCRIPTION:** Honors Agriscience is an accelerated introductory laboratory science course that prepares students for Biology, subsequent science courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology serve in the 21<sup>st</sup> century. In addition, it is a prerequisite course and serves as the first course for all programs of study in the Agricultural Science pathways. Upon completion of this course, proficient students will be prepared for success in more advanced agricultural and science coursework. This class will satisfy the requirements for one of the 3 lab science credits necessary for graduation and college entrance requirements.

Note: Students will complete a formal Agriscience Fair Project as a culminating project.

## **Principles of Plant and Soil Science**

Credit: 1

Grade Level: 9, 10, 11, 12

**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)

<i>Program of Study: Architectural &amp; Engineering Design</i>			
Course 1	Course 2	Course 3	Course 4
Architectural & Engineering Design I	Architectural & Engineering Design II	Architectural & Engineering Design III	AP Calculus -or- AP Physics* (see previous descriptions) Or Engineering Practicum (formerly CEA)

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

Credit: 1

Grade Level: 9, 10

**DESCRIPTION:** This course is PROJECT BASED. Students will learn to read a tape measure and blueprints, properly scale drawings, and use modeling software. They are given the opportunity to complete the OSHA-10 General Industry certification. We will learn basic AutoCAD commands and start to use Inventor.

## Architectural & Engineering Design II (Formerly CAD II) (816039)

Credit: 1

PREREQUISITES: Algebra I AND successful completion of Architectural & Engineering Design I

**DESCRIPTION:** Using content learned in Architectural & Engineering Design I, students will build 3-D models of houses and learn to 3-D print. Drawing sets will begin to get more detailed, as students begin to trouble shoot real world problems. Students will build on the use of both AutoCAD and Inventor.

<i>Program of Study: Interior Design</i>		
Course 1	Course 2	Course 3
Foundations of Interior Design (I)	Residential Interior Design (II)	Commercial Interior Design (III)

## Foundations of Interior Design I (806014)

Credit: 1

**DESCRIPTION:** This foundational class for grades 9-12, is the first course in the Interior Design program of study for students interested in space planning, interior design styles, color coordination, furniture selection, elements and principles of design, floor plans and careers in both residential and commercial design. This exciting class is project-based, and students will have creative freedom to develop their personal design style as they work towards their final project.

# AUDIO/ VISUAL PRODUCTION (SKILLS USA)

<i>Program of Study: Audio Visual Production</i>		
Course 1	Course 2	Course 3
A/V Production I	A/V Production II	A/V Production III * (offered in future years)

## A/V Production I (806049)

Credit: 1

Grade Level: 9, 10, 11, 12

**DESCRIPTION:** In this course, students will learn the basic skills to capture and edit audio and video. Students will learn to plan and execute various kinds of video productions from concept to completion. Students will also explore careers in media production, understand and adhere to on-set safety standards, and learn to handle audio and video equipment with care.

## A/V Production II (806050)

Credit: 1

PREREQUISITE: A/V Production I

**DESCRIPTION:** Students will deepen their knowledge of audio/visual technology and production, focusing on documentary and narrative filmmaking. Students will explore advanced camera operation, lighting for video, and writing for the screen. Students will learn sound mixing and more advanced editing techniques. Students will also learn more about the history of film and television development. Finally, students will explore careers in media and paths to those careers.

**Broadcast Journalism (806158)**

Credit: 1

Grade Level: 9, 10, 11, 12

**DESCRIPTION:** In this course, students will learn the basic skills to write, film, and edit broadcast news stories. Students will learn basic camera operation, sound recording, scriptwriting, and editing. Students will work together to produce 2-3 news broadcasts, combining pre-recorded news packages and studio recordings. Students will also study the history and development of broadcast news and explore career opportunities in television news production.

**BUSINESS & INFORMATION TECHNOLOGY (FBLA)**

<b>Cluster: Business Management &amp; Administration</b>			
<b>Program of Study: Office Management</b>			
Course 1	Course 2	Course 3	
Computer Applications	Business Communications	Advanced Computer Applications	
<b>Cluster: Finance</b>			
<b>Program of Study: Accounting</b>			
Course 1	Course 2	Course 3	Course 4
Introduction to Business & Marketing	Accounting I	Accounting II	Financial Planning -or- Statistics -or-AP Statistics
<b>Program of Study: Banking &amp; Finance</b>			
Course 1	Course 2	Course 3	
Introduction to Business & Marketing	Accounting 1	Financial Planning	

**Computer Applications (805891)**

Credit: 1

Grade Level: 9, 10, 11, 12

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)**

Credit: 1

Grade Level 9, 10

**DESCRIPTION:** This course is a fun and high energy class geared to give students an overview of all of the Business courses offered at HHS. Students will study how to market products using all forms of media (including social media), how customs in other cultures impact the business world, conduct marketing research, create an event and a budget for the event, and how to set goals for themselves. Students will learn by hands on activities, video, and traditional teaching method. Be prepared to work hard and have fun while doing so!

**Marketing (DECA)**

Course 1	Course 2	Course 3
Introduction to Business & Marketing	Marketing & Management I: Principles	Marketing & Management II: Advanced Strategies

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

Credit: 1

Grade Level 9, 10

**DESCRIPTION:** This course is a fun and high energy class geared to give students an overview of all of the Business courses offered at HHS. Students will study how to market products using all forms of media (including social media), how customs in other cultures impact the business world, conduct marketing research, create an event and a budget for the event, and how to set goals for themselves. Students will learn by hands on activities, video, and traditional teaching method. Be prepared to work hard and have fun while doing so!

## **CRIMINAL JUSTICE (SKILLS USA)**

<b>Cluster: Law, Public Safety, Corrections, &amp; Security</b>			
<b>Program of Study: Criminal Justice &amp; Correction Services</b>			
Course 1	Course 2	Course 3	
Criminal Justice 1 (5987)	Criminal Justice 2 (5988)	Criminal Justice 3 (5989)	
<b>Program of Study: Pre-Law</b>			
Course 1	Course 2	Course 3	Course 4
Pre-Law I (6195)	Pre-Law II (6196)	Pre-Law III (6197)	A.P. Govt & Politics (3445)

### **Criminal Justice I (805987)**

Credit: 1

**DESCRIPTION:** This is an introductory course in the Criminal Justice and Correction Services 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 as well as the impact of the constitution and Bill of Rights on the criminal justice system. Students will also examine the juvenile justice system. Students will experience what it takes to safely engage in a mock traffic stop, learn police codes, and participate in mock arrests. Additionally, upon completion of the course, students will understand the importance of communication and professionalism in law enforcement.

**\*Honors (825987): \*Independent Reading: Reading requirements will be posted on Google Classroom. The reading requirements will include a writing and cumulative project.**

\* It is recommended students enrolling in honors have earned an A/B in English 8. Students enrolled in Honors will have the opportunity to take a dual credit exam at the end of the year to earn a college credit through Vol State.

### **Pre-Law I (806150)**

Credit: 1

**Prerequisite: Complete of English 9.**

**DESCRIPTION:** Students who have an interest in communication, reading, writing, and debating will love Pre-Law. Pre-Law I is the foundation course for the pre-law pathway. Students will learn about the foundation of the legal system in a fun and engaging manner. Students will have the opportunity to analyze legal documents such as the Constitution, Bill of Rights, and landmark cases. This course is research-based that includes projects to offer hands-on legal simulations, including mock trials.

### **Honors Pre-Law I (826195)**

Credit: 1

**Prerequisite: Complete of English 9.**

**DESCRIPTION:** This course incorporates the concepts in Standard Pre-Law I but is recommended for students who wish to deepen their understanding of the legal system using extended reading opportunities, open-ended investigations, and additional problem-solving, analysis, and application of legal concepts. It is recommended students enrolling in honors have earned an A/B in English 9.

Qualifying students who wish to enroll in the dual enrollment component of this course through MTSU may do so and will receive college credit for CJA1100-Introduction to Criminal Justice.

## DIGITAL DESIGN & TECHNOLOGY (SKILLS USA)

<b>Cluster: Arts, Audio/Visual Technology, &amp; Communications</b>			
<b>Program of Study: Digital Arts &amp; Design</b>			
Course 1	Course 2	Course 3	Course 4
Digital Arts & Design I	Digital Arts & Design II	Digital Arts & Design III	AP Studio Art: 2-D Design

### Digital Arts and Design I (806084)

Credit: 1

Grade Level: 9, 10, 11, 12

**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: Human Services</b>			
<b>Program of Study: Human and Social Sciences</b>			
Course 1	Course 2	Course 3	Course 4
Intro to Human Studies	Lifespan Development	Family Studies	Psychology -and/or- Sociology
<b>Program of Study: Dietetics &amp; Nutrition</b>			
Course 1	Course 2	Course 3	Course 4
Intro to Human Studies	Nutrition I- Across the Lifespan	Nutrition II- Science & Diet Therapy	Psychology -and/or- Sociology

### Introduction to Human Studies (806137)

Credit: 1

**DESCRIPTION:** Human Studies is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will understand human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

## 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	Medical Therapeutics	Anatomy & Physiology	Nursing Education
<b>Program of Study: Therapeutic Clinical Services</b>			
Course 1	Course 2	Course 3	Course 4
Health Science Education	Medical Therapeutics	Anatomy & Physiology	Clinical Internship
<b>Program of Study: Diagnostic Services</b>			
Course 1	Course 2	Course 3	Course 4
Health Science Education	Diagnostic Medicine	Anatomy & Physiology	Clinical Internship

## **Health Science Education (805998)**

### **Honors (825998)**

Credit: 1

**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.

# **COMPUTER SCIENCES (SKILLS USA)**

<b>Cluster: Information Technology</b>			
<b>Program of Study: Coding</b>			
Course 1	Course 2	Course 3	Course 4
Computer Science Foundations	Coding 1 OR AP Computer Science Principles	Coding 2	Coding Practicum

## **Computer Science Foundations (806095)**

### **Honors (826095)**

Credit: 1

**PREREQUISITES:** Algebra 1 or a B or better in 8<sup>th</sup> grade math

**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. Proficient students will also demonstrate an understanding of electronics, basic digital theory; project management and teamwork; client relations; writing styles appropriate for web publications; and creating JavaScript Apps and Games.

## **Advanced Placement Computer Science Principles (803634)**

Credit: 1

**PREREQUISITES:** Computer Science Foundations and an A in Algebra 1 or co-req of Algebra 2

**DESCRIPTION:** Students will develop standard programming techniques and learn the logic tools and methods typically used by programmers to create simple computer applications. Proficient students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution.

# **ENGINEERING: PROJECT LEAD THE WAY**

	Course 1	Course 2	Course 3	Course 4
Engineering Path	Principals of Engineering & Technology (formerly IED)	Engineering Design I (formerly POE)	Engineering Design II (formerly DE) Or Civil Engineering & Architecture	Engineering Practicum (formerly EDD)

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.

## **Principals of Engineering & Technology (formerly IED) (806054)**

### **Honors (826054)**

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)*

## **AP Capstone**

AP Research	Credit: 1
AP Seminar	Credit: 1

## **Arts**

### AP Art

AP 2D Design	Credit: 1
AP 3D Design	Credit: 1
AP Drawing	Credit: 1

AP Music Theory	Credit: 1
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## **English**

AP English Language	Credit: 1
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AP English Literature	Credit: 1
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## **History & Social Studies**

AP European History	Credit: 1
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AP Comparative Government	Credit: 1
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AP Human Geography	Credit: 1
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AP Psychology	Credit: 1
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AP U.S. Government	Credit: .5 + .5 Hon Econ
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AP U.S. History	Credit: 1
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AP World Studies	Credit: 2
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*Adv. Hon Eng 1 & AP World History*

## **Math & Computer Science**

AP Calculus	Credit: 1
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AP Calculus AB Spring

AP Calculus BC Spring

AP Computer Science A	Credit: 1
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AP Computer Science Principles	Credit: 1
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AP Precalculus	Credit: 1
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AP Statistics	Credit: 1
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**Sciences**

AP Biology – *Yearlong Course* Credit: 2

AP Chemistry -*Yearlong Course* Credit: 2

AP Environmental Science Credit: 1

AP Physics 1 Credit: 1

AP Physics 2 Credit: 1

**AP World Languages & Cultures**

AP Spanish Language and Culture Credit: 1