HARDIN VALLEY ACADEMY

Course Catalog

2025-2026

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Hardin Valley Academy

School Profile

Hardin Valley Academy 2024-2025 School Profile

This document contains relevant contact information for our administrative team and our school counseling team. It also contains pertinent information about our school demographics, ACT scores, data from the Class of 2024, and our curriculum offerings.

Mission

Our mission is to provide a rigorous learning environment housed within small learning communities that foster social responsibility and academic excellence for ALL students.

Course Catalog Introduction

This course catalog contains general scheduling information, graduation requirements, suggestions for course selections, and course descriptions. The Tennessee Department of Education mandates all schools to promote and provide each student with a rigorous college and career preparatory program of study. Our general expectation is that every student will acquire the knowledge and skills necessary for college and career readiness. As a part of achieving this goal, each department offers a wide variety of courses on many relevant topics.

Graduation Requirements

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

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

To earn a regular high school diploma, students must:

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

Subject	English	Math *	Science	Social Studies	Lifetime Wellness	World Language	Fine Art	Elective Focus Pathway	Additional Electives	Total
Credits Required	4 Credits	4 Credits including Algebra I, Geometry, Algebra II, and an additional math credit	3 Credits including Biology and Chemistry **OR** Physics	3.5 Credits including • World History and Geography • 0.5 US Government and Civics • US History and Geography • 0.5 Economics • 0.5 Personal Finance • Pass Civics Test	1.5 Credits including Lifetime Wellness and an additional 0.5 Physical Education course	2 Credits of same language	1 Credit	3 Credits in a single Pathway (See table below)	Classes of 2026 & 2027: 6 Electives Class of 2028 and thereafter: 5 Electives and a required Computer Science	28 Credits

Student Course Load

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

11th Grade Assessment

All students enrolled in a Tennessee public school during their 11th grade year shall take either the ACT or SAT by the end of their senior year to receive a regular high school diploma.

UNITED STATES CIVICS TEST

Beginning January 1, 2017, all high school students shall be given a United States civics test. Beginning August 2019, students will earn a passing score of 70% on a civics assessment of 52 questions pulled from the 100 question civics test administered by the United States Citizenship and Immigration Services to persons seeking to become naturalized citizens to receive a high school diploma. The LEA will provide students with the opportunity to take the test as many times as necessary. Students with Individualized Educational Plans (IEP) which determine the civics assessment to be inappropriate shall not be required to pass the civics assessment.

PROJECT-BASED CIVICS ASSESSMENT

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

World Language/ Fine Art Waiver

Knox County students will pursue a focus program of study preparing them for post-secondary education. To be admissible to most four-year universities students must complete two credits of the same World Language and one credit of Fine Art. In exceptional circumstances, and at the parent/guardian's request, high schools may waive the World Language and Fine Art requirement to expand and enhance the student's Elective Focus.

Courses That May Substitute for Required Courses

(Please see link for additional courses that are approved by the State Board of Education)

Approved Course Substitutions

Students who wish to substitute a course for a graduation requirement must meet with his or her counselor. Any course listed as approved to substitute for more than one graduation requirement can only be used by a student to substitute for one graduation requirement course.

Computer Science

Students may only use computer science as a substitution to fulfill one credit in mathematics, OR one credit in science, OR one or more elective focus credits required for a traditional high school diploma.

*Students who transfer from another state or country, or from a nonpublic school to a Tennessee high school during their 12th grade year are exempt from this requirement. *

The Tennessee State Board of Education approved the following options to count for the CS graduation requirement:

AP Computer Science A
AP Computer Science Principles
Cambridge International Computer Science Program
Coding I
Coding II
Coding Practicum
Computer Science
Computer Science Foundations
Cybersecurity I
Cybersecurity II
Cybersecurity Practicum
Dual Enrollment Computer Science Program
International Baccalaureate Computer Science Program
Mobile App Development

Fourth Credit Math

Courses substituting for mathematics credit should contain mathematics content that extends the student's mathematics knowledge beyond Algebra II/Integrated Math III content. Students must be enrolled in a mathematics course each year; therefore, the substituting course credit will need to be earned following the Algebra II/Integrated Math III credit.

Science	AP Computer Science A AP Computer Science Principles AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Physics I: Algebra-Based AP Physics II: Algebra-Based Physics
Computer Science	AP Computer Science A AP Computer Science Principles Cambridge International Computer Science Program Coding I Coding II Coding Practicum Computer Science Computer Science Foundations Cybersecurity I Cybersecurity II Cybersecurity Practicum Dual Enrollment Computer Science Program International Baccalaureate Computer Science Program Mobile App Development
CTE Course Substitutions	Agricultural Fabrication & Biosystems Engineering Clinical Internship Coding Practicum IT (Information Technology) Cybersecurity Practicum Engineering Practicum Manufacturing Practicum Principles of Farm and Agribusiness Management STEM IV: Practicum Supply Chain Management Practicum Teaching as a Profession Practicum (Math Placement) Web Design Practicum Work Based Learning Courses

Students may fulfill their required computer science graduation requirement by substituting a computer science course for the 4th credit of math.
A student pursuing an Industry 4.0 diploma distinction may substitute their 4th credit of math with a work-based learning course.

Third Lab Science

Computer Science	AP Computer Science A AP Computer Science Principles Cambridge International Computer Science Program Coding I Coding II Coding Practicum Computer Science Foundations Cybersecurity I Cybersecurity II Cybersecurity Practicum Dual Enrollment Computer Science Program Computer Science IB Computer Science Program Mobile App Development
CTE Course Substitutions	Advanced Food Science Agriscience Applied Environmental Science BioSTEM I BioSTEM II BioSTEM III BioStem Practicum STEM IV: Practicum Clinical Internship Clinical Internship Nursing Education Coding Practicum IT (Information Technology) Cybersecurity Practicum Emergency Medical Services Practicum Engineering Design I Engineering Design II Food Science & Safety Human Anatomy & Physiology Natural Resources Management Nutrition Science & Diet Therapy Plant & Soil Science Principles of Engineering & Technology STEM I: Foundations STEM II: Applications STEM III: STEM in Context Veterinary Science Technologies Web Design Practicum Work Based Learning Courses

Students may fulfill their required computer science graduation requirement by substituting a computer science course for the 3rd year lab science.
A student pursuing an Industry 4.0 diploma distinction may substitute their 3rd year lab science with work-based learning courses.

English III or IV

The substituting course credit will need to be earned following the English II or English III credit. The following list includes allowable course substitutions for the third or fourth credit of English.

Programs of Study	AP English Language & Composition AP English Literature & Composition AP Research AP Seminar Cambridge International English Program IB English Program
Statewide Programs	Dual Enrollment Eng Comp 1010 Dual Enrollment Eng Comp 1020 Statewide Dual Credit: Speech and Communication

DE English Composition 1010 &/or 1020 are the recommended DE courses. If a student earns 1010 or 1020 credit through AP exams, other DE English courses may substitute based on intended postsecondary institution and major.

Economics

Statewide Programs	Dual Enrollment Business Program Dual Enrollment Economics Program Statewide Dual Credit Introduction to Agricultural Business Statewide Dual Credit Introduction to Business
CTE Course Substitutions	Agricultural Business & Finance Business Economics Entrepreneurship Marketing & Management I Retail Operations Virtual Enterprise International

Fine Arts

Programs of Study	Statewide Program Dual Enrollment Fine Arts Program
CTE Course Substitutions	Digital Arts & Design I Floral Design and Operations Foundations of Fashion Design Foundations of Interior Design Landscaping & Turf Science Web Design Foundations

Physical Education

JROTC II

U.S. Government and Civics

Statewide Programs	Dual Enrollment HIstory 2010 Statewide Dual Credit American History
CTE Course Substitutions	American Business Legal Systems JROTC I and JROTC II and JROTC III Pre-Law I and Pre-Law II and Pre-Law III

Students must complete all three (3) JROTC courses in order to substitute for U.S. Government and Civics.

Wellness

JROTC I and JROTC II
Basic Training (JROTC I)

Personal Finance

Statewide Programs	Dual Enrollment Business Program Statewide Dual Credit Introduction to Business
CTE Course Substitutions	Agricultural Business and Finance Business Management Entrepreneurship JROTC I and JROTC II and JROTC III

Three years of JROTC may be substituted for one-half (½) credit of Personal Finance if the JROTC instructor attends the Personal Finance training.

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

ELECTIVE FOCUS

A three (3) credit Elective Focus is a graduation requirement. The table below provides the approved Elective Focus units.	
MATH AND SCIENCE	Any combination of three Math and/or Science electives in addition to the required math and science courses
HUMANITIES	Any combination of courses in English/Language Arts, World Languages (above Level 2 if completing University Admissions requirement), and Social Studies, above the core requirements
FINE ARTS	Any combination of courses in Visual and/or Performing Arts, Theatre and Dance above the core requirements for University Admissions.
CAREER AND TECHNICAL EDUCATION	Any combination of three units in the same Program of Studies
INTERVENTION ACADEMIC ELECTIVE FOCUS	Any combination of courses in Tier 2 and Tier 3 intervention.
ADVANCED PLACEMENT DUAL ENROLLMENT DUAL CREDIT	Any combination of three of the same type of course (i.e. 3 AP courses, 3 IB courses, or 3 Dual Enrollment or Dual Credit courses). AP/IB/Dual Enrollment or Dual Credit courses may be used to satisfy core requirements and the elective focus requirement (i.e. AP US History may satisfy core requirements and may count as one course in an AP Elective Focus.) Students using The AP/IB/Dual Enrollment/Dual Credit courses to satisfy both core and elective focus requirements must earn 28 credits to graduate
JROTC	Any combination of 3 credits of JROTC
PHYSICAL FITNESS	Any three Physical Education courses above the core requirements. Students taking a full credit PE course to satisfy the additional ½ PE credit must take an additional three courses to complete a Physical Fitness Focus
STEM	Three elective credits earned in either STEM courses (special course designations) or a combination of three additional elective credits in Science, Technology, and/or Math courses where a significant portion (more than 25%) of the course is based on original inquiry and design.
HUMAN SERVICES	Any combination of courses in Peer Tutoring, Leadership, and ACTS.

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

Early Graduation

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

Hardin Valley Academy students apply for early graduation by the end of their junior year (11th grade). They begin by making an appointment with their school counselor. More information is available on the HVA Website:

Ready Graduate

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

- Score of 21 or higher on ACT (or 1060 or higher on the SAT); or
- Complete 4 EPSOs (Early Post Secondary Opportunity)*; or
- Complete 2 EPSOs and earn an industry credential; or
- Complete 2 EPSOs and earn a score of 31 or higher on the ASVAB AFQT.

**More information about Ready Graduates and EPSOs available at HVA*

TYPES OF DIPLOMAS

Regular Diploma

To earn a regular high school diploma, students must:

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

Regular Diploma with Honors or Distinction

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

Regular Diploma with Honors

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

SUBJECT READINESS BENCHMARKS

ENGLISH 18	MATH 22	SCIENCE 23	READING 22

Graduation with Distinction

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

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

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

Tri-Star Scholar

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

Industry 4.0 Diploma

The Industry 4.0 Diploma Distinction is a diploma distinction that allows students to pursue a career in a high-need, high-skill industry while in high school, as outlined in T.C.A. 49-6-420. 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 complete at least nine dual enrollment or work-based learning (WBL) credits aligned to their career goals. They will receive monthly career coaching and counseling to better prepare them for the transition into the workforce. Additionally, they will have the option to substitute a WBL or dual enrollment credit, as approved by the State Board of Education, for one math credit and one science credit. In order to ensure students and parents are

well-informed about this opportunity, and to allow students to complete the requirements for the Industry 4.0 Diploma Distinction, all public high schools are required to fulfill specific obligations for students in different grades. The requirements for each grade are outlined below. Permission form linked here.

Grade 9 School Requirements
Each high school must notify all grade 9 students of the opportunity to pursue an Industry 4.0 Diploma Distinction each semester of the school year.

Grade 10 School Requirements
Each high school must notify all grade 10 students of the opportunity to pursue an Industry 4.0 Diploma Distinction each semester of the school year.

Student and Parent Requirements
Students interested in pursuing an Industry 4.0 Diploma Distinction must provide the counselor or school principal with documentation signed by the student's parent or legal guardian indicating that the parent or legal guardian is aware of the requirements for the student to obtain the diploma distinction and consenting to the student's participation. Students must also register with a regional American Job Center (AJC) or other career counseling or community partner, known as a career coach, and enroll in at least one WBL or dual enrollment course for the student's junior year.

Grade 11 Student Requirements
The student must be enrolled in at least one WBL or dual enrollment course and enroll in WBL or dual enrollment courses for the student's senior year. The student must also meet no less than once per month during the school year with a career coach.

Grade 12 Student Requirements
The student must successfully complete all coursework required for graduation for his/her diploma type. Students may earn at least one science credit and at least one math credit through course substitutions approved by the State Board of Education, including, but not limited to, dual enrollment and WBL courses aligned to a student's chosen career path. These substitutions may only fulfill the student's third credit of science or fourth credit of math. A list of WBL and dual enrollment courses that qualify as science and math substitutions will be published upon State Board of Education approval. By the end of the student's senior year, the student must earn at least nine credits of dual enrollment or WBL, meet no less than once per month during the school year with a career coach, and fulfill all other graduation requirements to earn the Industry 4.0 Diploma Distinction.

The Volunteer State Seal of Biliteracy

The Volunteer State Seal of Biliteracy (VSSB) encourages all students to pursue the important workforce skill of biliteracy. Students who earn the award will be best prepared for college, career, and community in a global society. The seal is awarded to students who have studied and attained proficiency in two or more languages by high school graduation. The award certifies the student attained high-level proficiency of two or more languages. A seal appears on the diploma of the graduating senior as a statement of accomplishment for college admission offices and employers. Schools will recognize a student's eligibility in the graduation ceremony with a wearable cord and a notation on the program.

Students who receive qualifying scores on an AP, IB or other VSSB approved assessment in the Spring of their senior year will be eligible to receive the award after graduation, provided qualifying information is submitted to the VSSB by July 1 of the year in which the student graduates.

Students with Disabilities

Special Education Diploma/Occupational Diploma/Alternate Academic Diploma

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

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

A Special Education Diploma is awarded to students who, at the end of their fourth year, have not satisfied graduation requirements but have successfully completed their Individualized Educational Program and have satisfactory attendance and conduct. Students must participate in state testing either 1) as approved with the alternate assessment, or 2) the state Algebra I, Biology, and English 2 assessments.

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

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

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

The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth grade year or two academic years prior to the expected graduation date.
The Occupational Diploma is for students who have not met the graduation requirements but have successfully completed the SKEMA (Skills, Knowledge, and Experience Mastery Assessment) through two years of approved paid or unpaid work experience. Students must participate in state testing either 1) as approved with the alternate assessment, or 2) the state Algebra I, Biology, and English 2 assessments. Students may be awarded this diploma at the end of their fourth year of high school or up to the end of school year the student turns 22.

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

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

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

The Alternate Academic Diploma is considered for students who are assessed on the state alternate assessments. This diploma recognizes the academic learning and success of students with the most significant cognitive disabilities. Students who qualify for this diploma pathway must complete 16 AAD courses along with 6 other elective courses, pass the modified Civics test and complete a comprehensive Transition Assessment (meets the ACT requirement). This diploma counts in the Graduation Rate for the high school the students attend if completed in 4 years and one summer.

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

Exchanging the Diploma of Specialized Education for a Regular Diploma

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

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

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

Multiple Pathways to Graduation Through Non-Traditional Models

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

L&N STEM Academy
Dr. Paul Kelley Volunteer Academy
Career Magnet Academy
KCS Virtual School

Earning Credits

Credits per Course

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

Unlimited Credit

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

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

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

Limited Credit

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

Basis for Credit

To receive credit, the student must have a passing grade (A, B, C, D). A grade of P may be awarded for select courses. In that case, the P will have no bearing on the GPA. KCS high school courses that are pass/fail are RTI, Summer Driver’s Ed, and Advisory.

Recording of Credit

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

Transferring Credit

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

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

Transferring Credit from Schools with Different Scheduling Configurations

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

Transferring Credit from Category IV and V Home Schools

(Schools should check the non-public home school list and the approved Category III on-line school list.) Students entering from Category 4 and 5 schools, as designated by the Tennessee Department of Education, will be tested for credit. Students may be tested by taking and passing the final exam for each core course (English, Math, Science, Social Studies, and Wellness) listed on a transcript from a Category 4 or 5 non-
public schools. Upon passing the exam (see "Credits" section below), credit may be awarded. If a student demonstrates mastery on the exam, then the student's grade from his/her transcript will be entered on his/her Knox County Schools' transcript. Home school students for which transcripts state they have earned a credit in world language shall be administered the Knox County EOC/mastery test for the highest level of language for which they are requesting credit be given. (Ex. A student who has earned a credit in French I and II will be given the French II EOC). KCS has the authority to award credit for high school courses completed at non-public middle schools based on demonstrated mastery of the subject matter, e.g., successful completion of mastery test or written exam or performance in subsequent courses.

Credits

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

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

- Students scoring 70% or above on the EOC/mastery test for a course will be granted credit, (60% SY 2022-2023 and after due to updated uniform grading policy)
- and the grade for the course will be taken from the home school transcript.
- A student scoring below 70% but not lower than 60 on the EOC/mastery test, may appeal to the school principal, in conjunction with the content supervisor, for consideration of credit/grade for the course (60% SY 2022-2023 and after due to updated uniform grading policy)

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

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

the EOC/mastery test for the next level down, credit will be granted for that level, and the grade will be taken from the home school transcript.

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

High School Credit Earned in Middle School

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

Knox County Schools will honor the sending school district's policy, provided it is an accredited school. KCS will not award credit if the sending school/district's policy was not to award credit. If no transcript exists, our school will contact the former middle school and request documentation of the completed high school course, and the grade earned. Our school will also seek clarification about the sending school/district's high school posting procedures (e.g., are grades posted on the high school transcript? If posted, are they calculated in the high school grade point average?).

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

Procedure:

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

Except for a student that has taken a Tennessee State EOC for an aligned course with a score of "Met" or "Exceeded Expectations," the grade provided by the sending school will be listed on the transcript with a credit earned.

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

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

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

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

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

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

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

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

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

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

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

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

Course Prerequisites

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

Repeating Failed Courses

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

Repeating Passed Courses

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

Computation of Credits and Grade Points:

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

Computation of Credits and Grade Points

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

New Credit

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

Credit Earned Outside the Base High School*

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

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

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

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

CREDIT RECOVERY

Credit Recovery

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

Preparing to Assign a Student to Credit Recovery

The counselor will determine which students need new/recovery credit. When that determination is made, a meeting with the counselor, an administrator, and the student should be scheduled. A parent and/or teacher may also be included. The meeting may be with individual students or groups of students as determined by an
administrator and/or counselor. As a result of this meeting, a decision will be made as to whether or not the student will be assigned to credit recovery.

Other considerations to include:

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

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

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

Admission and Removal

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

• The student's parent or legal guardian gives written consent for the student to enroll in the proposed credit recovery course. Parents/guardians should be informed that not all postsecondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse may not accept credit recovery courses for credit.
• The student has previously taken an initial, regular section of the proposed course,
• received a grade of not less than fifty percent (50%), and the teacher of record for the failed course has no objection.

• In cases where the teacher objects to the student taking a credit recovery course, a school-support team shall be convened to make a final determination of the student's eligibility. Most of the school support team should be comprised of classroom teachers who are familiar with the student's current level of academic performance.

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

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

Instruction

1. Credit recovery teachers of record must be endorsed and certified in any content area(s) for which they teach or otherwise facilitate credit recovery courses.
2. Credit recovery teachers of record must work closely with credit recovery facilitators on class content and instruction.
3. Credit recovery facilitators will receive training regarding the credit recovery course organization, online instruction management, and related technology.
4. All credit recovery courses shall align with Tennessee's current academic standards for the relevant course content areas.
5. All credit recovery courses shall be able to differentiate instruction to address individual student growth needs based on diagnostic assessment or End of Course data.
6. Credit recovery content may be delivered through instructional technology.
7. Students in credit recovery programs shall:
   a. Complete a course skill-specific diagnostic exam to determine skill-specific goals.
   b. Meet individual skill-specific goals in a flexible time frame as established by student need
   c. Master all individualized skill-specific goals as established by the diagnostic process in order to receive credit.
8. Students may earn no more than 7 credits in credit recovery courses.
9. Students may enroll in no more than 2 credit recovery courses at one time.

End Of Course Assessment

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

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

Credit Recovery Grade Calculation

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

	Initial Credit Based on Policy I-381	**Initial Credit Based on Policy I-381**	**Recovery Credit Based on Policy I-351**	**Recovery Credit Based on Policy I-351**
Type of Exam within Course	No State Exam	State Exam	No State Exam	State Exam
Location of Exam	Embedded in Edgenuity Course	• First time course attempt: must take state EOC OR • Course previously attempted: Edgenuity zz-Exam Only	Embedded in Edgenuity Course	• Student has already taken and scored 65% or higher (use this score) OR • Student takes Edgenuity zz-Exam Only
Score Calculation	=100% Edgenuity Course Grade	=.15*EOC Only Score + .85*Edgenuity Course Grade	=.25*Original Grade + .75*Edgenuity Course Grade *(15% EOC built into Edgenuity Course so no additional calculations are needed)*	=.25*Original Grade + .15*EOC + .60*Edgenuity Course Grade

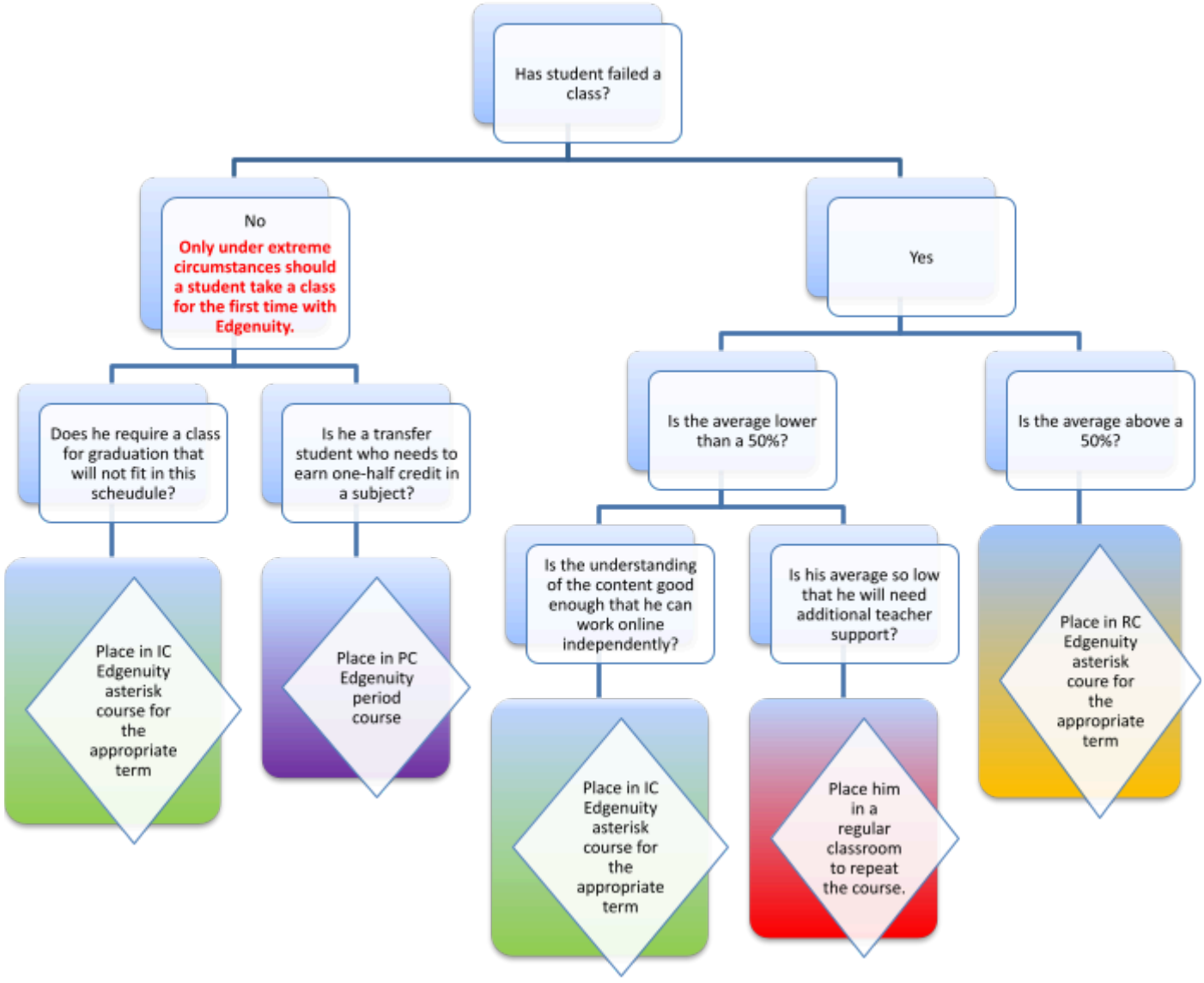
The final grade is only calculated to determine whether or not the student passes the course.

Transcript Grade

Students passing credit recovery shall receive a grade of 60 percent (60%). The student transcript shall denote that the credit was attained through credit recovery. The original failing grade may also be listed on the
transcript but shall not factor into the student's GPA, in accordance with the State Board of Education's High School Policy- 2.103 Section VII. .

New Versus Old Credit

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



TYPES OF COURSES

EARLY POST SECONDARY OPPORTUNITIES (EPSOs)

Early Postsecondary Opportunities (EPSOs) provide students the chance to earn postsecondary credit; become familiar with postsecondary rigor and expectations; develop confidence; support informed

postsecondary and career decisions; and decrease the time and cost when completing a certificate or degree while in high school. The State of Tennessee recognizes eight early postsecondary opportunities: Local Dual Credit (LDC), Dual Enrollment (DE), Industry Credentials (NIC), Statewide Dual Credit (SDC), Advanced Placement (AP), Cambridge International Examination (CIE), International Baccalaureate (IB), and College Level Examination Program (CLEP). These opportunities better prepare students for college or the workforce upon graduation. Select here to see the EPSO overview.

Early Post Secondary Opportunities (EPSOs)

offered at HARDIN VALLEY ACADEMY

	AP Advanced Placement See course list here *Must pass the class and sit for the AP Exam to count as an EPSO*	DE Dual Enrollment See course list here	SDC State Dual Credit See course list here *Must pass the class and sit for the Challenge Exam to count as an EPSO*	LDC Local Dual Credit See course list here	CLEP CLEP Exam See course list here	NIC Industry Certification See course list here *Must pass the Certification Exam to count as an EPSO*
Course Structure	HVA course AP Exam	College Course	HVA course State Challenge Exam	HVA/Byington course Exam	HVA course CLEP Exam	HVA/Byington course Industry Exam
Provider	College Board HVA Teachers Credit is set by university policy	PSTCC, LMU, TCAT, South, Tusculum, MTSU, ETSU, RSCC	HVA Teachers	HVA Teachers PSTCC, MTSU	College Board HVA Teachers	Industry
Student Fees & Assistance	Exam fees Fee assistance available for some	DE Grant available to help cover tuition & fees Families pay for additional course fees and books	Exam fee covered by KCS/State	Exam fee covered by KCS	Exam fee covered by KCS	Fees covered by KCS
High School Credit & Grad Requirements	AP courses available in required	Courses available in required and	SDC courses available in	CTE Elective courses	Not Applicable	NIC is a program of study which

	and elective courses	elective courses	Statistics & Psychology			may be in a student's Elective Focus
High School Recognition State Policies	Could qualify for graduation with state distinction	Could qualify for graduation with state distinction	Could qualify for graduation with state distinction	Could qualify for graduation with state distinction	Not Applicable	Could qualify for graduation with state distinction

Honors and Accelerated Courses

Local education agencies may elect to offer honors courses. Local education agencies electing to offer honors courses will ensure that the approved honors courses substantially exceed the content standards, learning expectations, and performance indicators as approved by the State Board of Education. Further, each local education agency offering honors courses will ensure that additional rigor is being provided by implementing the framework of standards for honors courses listed below. Please note that honors and accelerated courses are not required to participate in Early Postsecondary Opportunities.

Framework of Standards for Honors Courses

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

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

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

Honors Courses at Hardin Valley Academy

English	Mathematics	Science	Social Studies	World Language
Honors English I Honors English II	Honors Algebra I Honors Geometry Honors Algebra II	Honors Chemistry Honors Chemistry 2 Honors Biology Honors Biology 2 Honors Human Anatomy and Physiology Honors Intro to Organic and Biochemistry	Honors World History and Geography	Honors Spanish 1, 2, 3, & 4 Honors French 2, 3, & 4 Honors German 2, 3, & 4 Honors Chinese 1, 2, 3, & 4

Dual Enrollment

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

Student Requirements:

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

Dual Enrollment Options at HVA

We now have several options for Dual Enrollment:

- Pellissippi State: GPA requirement 3.0 - In Person and Online Option
- LMU: GPA requirement 3.0 - Online
- LMU Anatomy: GPA requirement 3.0 and have taken Anatomy at HVA - Online (with In Person Lab)
- Tusculum University: GPA requirement 2.75 - Online
- East TN State University: GPA requirement 3.0/19 ACT - Online
- Middle TN State University: GPA requirement 3.0/22 ACT - Online
- Roane State University: GPA requirement 3.0 - Online
- TN College of Applied Technology: GPA requirement 2.5 - CTE Options

For more information regarding DE at HVA, please visit the School Counseling homepage.
https://www.knoxschools.org/Page/20797

Dual Enrollment Grant

To be eligible, a student must:

- Be a Tennessee resident
- Meet the admission requirements of the institution the student plans to attend and apply for the grant as a high school junior or senior if enrolled at a two-year or four-year institution OR;
- be at least a high school freshman if enrolled at a Tennessee College of Applied Technology (TCAT)
- May enroll at a two-year or four-year eligible postsecondary institution and continue receiving the Dual Enrollment Grant for up to 10 courses by maintaining all eligibility requirements and achieving a minimum cumulative 2.0 GPA for all postsecondary semester courses attempted as a recipient of the grant.
- Enroll in a TN College of Applied Technology clock hour program may continue receiving the Dual Enrollment Grant by maintaining all eligibility requirements and achieving a minimum cumulative 2.0 GPA for up to 1296 clock hours.
- Meet the above requirements and the student may receive an award amount at a 2-year or 4-year institution for the first five courses which is the cost of tuition plus a 5% access fee as determined by the TN Board of Regents for community colleges. For a student's sixth through tenth dual enrollment semester courses, the award amount is $100 per credit hour, not to exceed $600 per course. At a TN College of Applied Technology, the award amount is the cost of tuition as determined by the TN Board of Regents.

For more information about the Dual Enrollment Grant, visit the CollegForTN website at https://www.collegefortn.org/dualenrollment/

Early College Experience

WHAT IS THE EARLY COLLEGE EXPERIENCE?

A dual-enrollment pathway at Pellissippi State for eligible HVA juniors and seniors. Dual enrollment classes count for both college credit and high school credit at the same time. This pathway is an intentional grouping of courses from Pellissippi that is supported by a teacher and counselors at HVA to help students succeed. Students take classes at Pellissippi during the school day, earning credits toward both high school graduation and college.

DO I HAVE TO ENROLL IN THE EARLY COLLEGE EXPERIENCE TO TAKE DUAL ENROLLMENT CLASSES?

No. All students who meet the qualifications for dual enrollment can remain in their current pathway and take dual-enrollment classes. For example, we have students who take a history and psychology class at Pellissippi but remain at HVA for their other classes and don't follow the full ECE pathway.

WHEN DO STUDENTS APPLY?

Students apply during the spring semester of their sophomore year.

HOW MANY COLLEGE CREDITS WILL STUDENTS TAKE?

Students will earn thirty credit hours at Pellissippi State. The number of credit hours that will transfer to a four-year institution will vary depending on where the student chooses to enroll.

WHAT ARE THE QUALIFICATIONS TO APPLY?

Students must:

- Have a 3.25 or higher unweighted cumulative GPA at the end of their sophomore year.
- Have satisfactory conduct and attendance records.
- There is a testing requirement for students who have a 3.25 - 3.59 unweighted GPA. If your GPA is 3.6 or higher, the testing requirement is waived. The Pre-ACT will be given to all 10th-grade students in March.
- Students whose GPA is between 3.25 - 3.59 will need:
- 18 on the English ACT/Pre-ACT
- 19 on the Reading ACT/Pre-ACT
- 19 on the Math ACT/Pre-ACT

HOW MUCH DOES THE PROGRAM COST?

Tuition is free. The only cost for students is books and other fees.

WHAT MAKES THE EARLY COLLEGE EXPERIENCE A BAD FIT FOR STUDENTS?

ECE is not a good fit for students who:

- Struggle to turn in work that is complete and on-time.
- Procrastinate and have to pull their grades up at the end of the semester/year.
- Are very excited about their pathway at HVA (you forgo your current pathway to make room in your schedule for ECE)
- Have an interest in receiving an industry certification from your pathway
- Are passionate and successful in your AP classes (ECE replaces the AP experience).
- Are on track to apply to highly selective private national universities (i.e. Vanderbilt or Ivy League).

WHAT MAKES THE EARLY COLLEGE EXPERIENCE A GOOD FIT FOR STUDENTS?

ECE is a good fit for students who:

- Are motivated and want to work ahead.
- Find College Prep classes too easy but are nervous about Advanced Placement.
- Are not really excited about or committed to his/her pathway.
- Would like to save money and time in college.
- Plan to attend a state university or community college.

For more information about the Early College Experience, please visit
https://www.knoxschools.org/domain/12535

GRADING

Uniform Grading Policy

T.C.A. § 49-6-407 authorizes the State Board of Education to develop a uniform grading system for students in grades 9-12 to establish consistent grade reporting for the purposes of application for postsecondary financial assistance administered by the Tennessee Student Assistance Corporation. Except where otherwise indicated, the changes outlined in this version of the policy became effective for all students beginning in the 2018-19 academic year and are outlined in the following chart.
BOE #I-341

Weighting Grades for Advanced High School Coursework

ADVANCED COURSE LEVEL DESIGNATION	ADDITIONAL GPA QUALITY POINT GUIDE	PERCENTAGE POINTS ADDED TO FINAL GRADE
Honors*	**Additional .5 quality point used for GPA calculation**	**Three (3) points added to student's Final Grade in accordance with school board policy**
Advanced Placement (AP)	**Additional 1 quality point used for GPA calculation**	**Five (5) points added to Final Grade for students who sit for AP Exam in accordance with school board policy**
Industry Credential (NIC)	**Additional 1 quality point used for GPA calculation**	**Four (4) points added to Final Grade for students who sit for the identified Industry Credential Exam in accordance with school board policy**
Dual Enrollment (DE)	**Additional 1 quality point used for GPA calculation**	**Four (4) percentage points will be added to the grade provided by the Institution of Higher Education pursuant to KCS Procedure I-341. (Effective beginning Fall of 2020)**
Statewide Dual Credit (SDC)	**Additional 1 quality point used for GPA calculation**	**Four (4) points added to Final Grade for students who sit for Statewide Dual Credit Challenge Exam**
College Level Examination Program (CLEP)	**No additional quality points used for GPA calculation**	**Five (5) points added to the Final Grade for students who sit for the identified CLEP Exam**
Local Dual Credit (LDC)	**No additional quality points used for GPA calculation**	**Four (4) points added to Final Grade for students who sit for Local Dual Credit Challenge Exam**

The KCS grading legend is aligned with the State Board of Education Tennessee Uniform Grading Scale. The State Board adopted the following grading scale effective July 1, 2022. This scale is not retroactive and therefore the earned grades of the students who entered high school prior to the 2022-2023

school year will not be changed. Grades earned prior to July 1, 2022, will follow the old scale; grades earned for courses taken during the 2022-2023 school year and beyond will follow the new scale.

Scale Effective July 1, 2022

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

Calculation of the Student's Grade Point Average (GPA)

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

For Transfer Students:

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

Lottery/Hope Scholarship:

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

Grade Changes

Only the teacher of record is authorized to initiate a grade change.

- The teacher must provide documentation and the rationale for the grade change. Such information must be signed by the teacher and submitted to the principal.
- The principal must approve or deny the request for the grade change and will sign-off giving approval for the requested change. The documented grade change shall be filed in the student's cumulative record.
- An administrative change in a teacher's grade shall not be made without prior consultation with the teacher of record. The teacher may request that the decision of the principal or the results of the consultation be reviewed by the director of elementary, middle and high as appropriate.

- If the teacher is unavailable and/or unable to provide grades, the principal shall make the final decision regarding the grade change using existing documentation and a rationale for the change. No school counselor or other teachers may initiate or approve a change in grades.

Grade Change Procedures

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

State End-of-Course Test (EOC)

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

The weight of the EOC exam on the student's final average will be no less than 15% and no more than 25% unless otherwise determined by the State Board of Education. For SY2425, the EOC will count as 15% of the student's final grade.

- Students will not be required to pass any one examination, but instead, must achieve a passing score for the course.
- Students who have missed a state End of Course test and have been granted an appeal from the principal can take an EOC approved by the district.
- Students enrolled in courses with state End-of-Course examinations may not withdraw from such courses after being enrolled in the course for at least twenty-five percent (25%) of the instructional days in the course (TDOE policy 2.103 page 15).

AP/IB/SDC/CIE/Industry Credentials and Final Exam Exemptions

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

Exam Exemptions

Seniors who have a minimum of a 75% average may opt out of the class's final exam (this exam cannot be a state, dual enrollment, statewide dual credit, dual credit, credit recovery, IB, or AP exam). The exemption applies to only seniors and is granted in both the fall and spring semesters. Attendance cannot be part of determining whether a student is exempt from his/her exam. Additional note: This Senior Privilege is only afforded to students in a traditional classroom environment.

ATHLETICS

NCAA Requirements for College Scholarships in Athletics:
Refer to **NCAA GUIDE FOR THE COLLEGE-BOUND STUDENT ATHLETE** for information on Division I, II, and III colleges and universities. For additional information, visit **NCAA FUTURE ELIGIBILITY CENTER**
The NCAA form (48-H) lists the course titles and the course numbers of all courses that meet NCAA core course requirements. This form can be completed by each school and sent to the NCAA Initial Eligibility Clearinghouse. For more information, visit **NCAA 48H COURSES**

Division I:

To be eligible to compete in NCAA sports during a student's first year at a **DIVISION I** school, that student athlete must graduate high school and meet ALL the following requirements:
Complete **16 core courses**:

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

Division II:

To be eligible to compete in NCAA sports during a student's first year at a **DIVISION II** school, the student athlete must meet academic requirements for the core courses, grade point average (GPA) and test scores and meet the following requirements:
Complete **16 core courses**:

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

Division III:

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

While Division III schools do not offer athletics scholarships, 80 percent of Division III student-athletes receive some form of merit or need-based financial aid.
Only college-bound international student-athletes need to register with the NCAA Eligibility Center.
Division III schools set their own admission and eligibility standards.

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

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

865 Academies and the Academy Concept

The 865 Academies

Walking across the graduation stage is a tremendous milestone for KCS students, but we also want them to be prepared for what comes next:

- ***Enrolling*** in postsecondary studies.
- ***Enlisting*** in the military; or
- Finding ***Employment*** in a high-wage, high-skill, and in-demand profession.

KCS worked with Ford Next Generation Learning (Ford NGL) to foster a community conversation about college and career preparedness and equipping students for life after graduation. This process was convened and funded by Knox Education Foundation.

What's the strategy?

This initiative will create career-themed academies at district high schools, which will be known as The 865 Academies. This approach will allow students to:

- Participate in authentic, work-based learning.
- Receive opportunities for job shadows and other career exploration activities.
- Work closely with professionals in their field of interest; and
- Create stronger connections between classroom knowledge and workplace success.

The Academy Concept

Sophomores, juniors, and seniors are divided into four distinct learning communities or academies. Students can earn an endorsement in their academy by completing senior portfolio requirements.

Freshmen begin in the Freshman Academy and move into one of the four other academies at the start of their sophomore year. During their Freshman Seminar course, Freshmen apply for a pathway of study that determines their academy. For more about the Freshman Academy and the Freshman Seminar course, please refer to the course description in the courses section of this catalog.

Academy Endorsements

Each academy offers an endorsement that outlines a defined pathway of study. Endorsement candidates go beyond graduation requirements to complete an academic research course, non-credit job shadowing, and service hours. Endorsees are recognized at graduation with special cords worn around the neck, graduating first among their academy peers, an embossed academy seal on the physical diploma, and an identification on the endorsee's academic transcript. Endorsements are key for each student's post-secondary options whether they be collegiate, technical-school, or career-readiness.

Hardin Valley Academy Academies and Pathways

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Business Management	Intro to Marketing & Business	Business Communications	Business Management	Work-Based Learning	
Business Marketing	Intro to Marketing & Business	Marketing I	Social Media Marketing	Event Planning	Work-Based Learning
Criminal Justice	Criminal Justice I	Criminal Justice II	Criminal Justice III		
Hospitality	Hospitality I	Hospitality II	Hospitality III	Event Planning	
Pre-Law	Pre-Law I	Pre-Law II	Pre-Law III		
Supply Chain	Intro to Marketing & Business	Supply Chain I	Supply Chain II	Work-Based Learning (School Store)	
ROTC	ROTC 1	ROTC 2	ROTC 3	ROTC 4	

Pathway Name	Course 1	Course 2	Course 3	Course 4	Course 5
Advanced Life Sciences	4th Science Course	5th Science Course	6th Science Course		
Cardiovascular Services	Health Science Education	Diagnostic Medicine	Anatomy and Physiology	Cardiovascular Services	Clinical Internship
Nursing Services	Health Science Education	Medical Therapeutics	Anatomy and Physiology	Nursing Education	Clinical Internship
Pharmacology	Health Science Education	Anatomy and Physiology	Pharmacological Science	Clinical Internship	
Sport and Human Performance	Health Science Education	Rehab Careers	Anatomy and Physiology	Exercise Science	Clinical Internship

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Audio/Visual Productions	AV Productions I	AV Productions II	AV Productions III	Dual Enrollment AV Productions**	
Cosmetology	Cosmetology I	Cosmetology II	Cosmetology III	Cosmetology IV	
Digital Art and Design	Digital Art and Design 1	Digital Art and Design 3	Digital Art and Design 3*	Dual Enrollment Digital Arts and Design**/ Applied Arts Practicum and Work Based Learning	Dual Enrollment Digital Arts and Design**/ Applied Arts Practicum and Work Based Learning
Journalism	Journalism 1	Journalism 2	Journalism 3	Dual Enrollment Journalism	
Performing Arts	First Performing Arts***	Second Performing Arts***	Third Performing Arts***	Fourth Performing Arts***	Dual Enrollment/ AP Performing Art**/***
Teaching as a Profession	Introduction to Teaching as a Profession (Optional)	Teaching as a Profession 1	Teaching as a Profession 2	Teaching as a Profession Practicum (not optional)	Work Based Learning/ Dual Enrollment
Visual Arts	Visual Art 1	First Advanced Visual Art	Second Advanced Visual Art/AP Visual Art	Third Advanced Visual Art/ AP Visual Art	Fourth Advanced Visual Art/ AP Visual Art

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Advanced Mathematics	5th Math Course	6th Math Course	7th Math Course		
Advanced Physical Science	4th Science Course	5th Science Course	6th Science Course		
Architecture	Architectural & Engineering Design 1	Architectural & Engineering Design 2	Architectural & Engineering Design 3*	Architectural & Engineering Design Practicum	Dual Enrollment Architectural & Engineering Design**
Auto Maintenance & Repair	Maintenance & Light Repair 1	Maintenance & Light Repair 2	Maintenance & Light Repair 3	Maintenance & Light Repair 4	
Coding	Computer Science Foundations* or AP Computer Science Principles	Coding 1	Coding 2*	Coding Practicum	Dual Enrollment Coding**
Cybersecurity	Computer Science Foundations* or AP Computer Science Principles	Cybersecurity 1*	Cybersecurity 2*	Cybersecurity Practicum*	Dual Enrollment Practicum**
Engineering	Principles of Engineering & Design*	Engineering & Design 1*	Engineering & Design 2	Engineering Practicum	Dual enrollment Engineering**
Mechanical, Electrical, & Plumbing Systems	Fundamentals of Construction*	Electrical Systems	Construction Practicum		
Structural Systems	Fundamentals of Construction*	Structural Systems I*	Structural Systems II*	Construction Practicum	
Welding	Fundamentals of Construction*	Welding I*	Welding II*	Work Based Learning	

Course Selection and Registration

Registration for rising 9th graders will occur at the middle schools. A high school counselor will facilitate the registration process with the middle school staff, parents, and students.

Students currently in the 9th, 10th and 11th grade will register during the month of February. *If a student has not registered by the end of the registration period, a schedule will be assigned to him/her by the school.*

Teacher Recommendations for Courses

Students' current teachers will make recommendations for the courses students should take the following year. While each teacher will make a recommendation based on the specific core area, it is important to consider the overall course load. If a student and/or guardian disagrees with the teacher's recommendation or has concerns about the academic challenge, he/she must complete an HVA Academic Level Change Request Form. Please note:

- Academic Level Changes are binding for one complete course. Once the override has been approved, the course cannot be dropped.
- This form must be submitted to the student's school counselor. The counselor will then provide past academic data and submit it to the principal for the final consideration.

Teacher Preference Requests

We do not honor teacher-preference requests. We will, however, do our best to honor student requests to not have the same teacher twice.

Schedule Changes

We try to make the registration process as smooth as possible. One way we do this is by building the Master Schedule for both teachers and students only after we have received all student requests for courses during registration. The Master Schedule, therefore, is determined by the student registration and provides the maximum accommodation for the courses desired by HVA students with a minimum of schedule conflicts.

Since the Master Schedule is based entirely upon initial student registration, it is essential that students remain in the courses for which they register. Students and parents will have an opportunity to drop/add courses during a window at the beginning of the fall semester only for year-long courses or during a window at the beginning of each semester for semester-long and term courses. After this student drop/add period, teachers may recommend a student course change up to two weeks into the course.

Problems with a class

A student who is experiencing a problem in a class will not be removed from the class outside the policies stated above. Should a problem develop, the following procedures should be followed:

1. The student should consult the teacher for ways to improve
2. The student is expected to engage in the solutions offered by the teachers. This may include but is not limited to one-to-one tutoring with the teacher and/or small group tutoring.
3. If the problem still exists, the parent should communicate with the teacher.
4. If the problem continues to exist, the parent can request a school meeting to include the teacher, the student, the parent(s), the appropriate school counselor, and the academy principal. The team will form a plan of action.

5. Schedule changes after the drop/add periods for students and teachers must be approved by the Executive Principal and will only be honored if extenuating circumstances exist and the previously stated steps have been followed.

Courses Requiring an Audition

Advanced Theater Arts Musical Theater Choral Ensemble	Wind Ensemble Color Guard

Courses Requiring an Application

Advanced Journalism Yearbook Advanced Journalism Multimedia Service Learning (ACTS) Work-Based Learning	Peer Tutoring A with CDC Peer Tutoring B with Special Education Advanced Peer Tutoring with English Language Learners Health Science Clinicals

*Links to course applications are available on the School Counseling webpage under "Course Registration"

7 am Courses

Hardin Valley Academy offers selected courses at 7:00 am. Students enrolled in a 7 am course are dismissed from school at the conclusion of third block each day.

Requirements for 7 am Class Registration

- Students must not have been considered "Chronically Absent" (18 or more absences) for the current school year at the time of registration.
- Students must have a cumulative unweighted GPA of 3.0 or higher.

Exceptions to these criteria are only per Executive Principal approval.

Student eligibility for spring semester 7 am courses will be evaluated prior to the conclusion of the fall semester. Students failing to meet spring semester eligibility requirements will be removed from the spring 7 am class and assigned to a 4th block class. To be eligible for spring semester 7 am courses, students:

- Must have passed their fall 7 am course
- Must have not been chronically absent during the fall semester (10 or more absences)

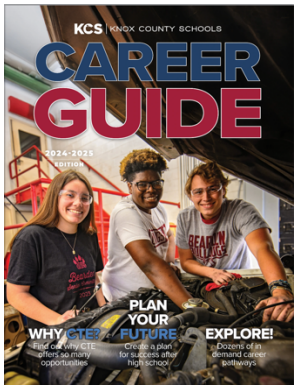
Pathway Change Requests

Students select their pathways via Freshman Seminar in the spring semester of their 9th grade year. Students will only be allowed one (1) pathway change, and no pathway changes will be permitted after the conclusion of the 10th grade year. Students wishing to change their pathways must submit a request to do so no later than the conclusion of their sophomore year (10th grade). All pathway change requests must be approved by the Executive Principal.

Hardin Valley Academy Course Descriptions

Academy Pathways

What follows are course descriptions for courses in each pathway available at Hardin Valley Academy organized by Career Academy. More information about each pathway can be found in the Knox County Schools Career Guide.



Academy of Business and Law

Business Management, Business Marketing, and Supply Chain

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Business Management	Intro to Marketing & Business	Business Communications	Business Management	Work-Based Learning	
Business Marketing	Intro to Marketing & Business	Marketing I	Social Media Marketing	Event Planning	Work-Based Learning
Supply Chain	Intro to Marketing & Business	Supply Chain I	Supply Chain II	Work-Based Learning (School Store)	

Introduction to Business and Marketing:

Introduction to Business & Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the

Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school. Prerequisite(s): None. *Credit:1 - Grade Level 10*

Business Management	Intro to Marketing & Business	Business Communications	Business Management	Work-Based Learning	

Business Communications:

Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. Prerequisite: Introduction to Business and Marketing. *Credit:1 - Grade Level 10 – 11*

Business Management:

Business Management focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant. Prerequisite: Introduction to Business and Marketing. *Credit:1 - Grade Level 11 – 12 Note: Principles of Management CLEP opportunity*

Business Marketing	Intro to Marketing & Business	Marketing I	Social Media Marketing	Event Planning	Work-Based Learning

Marketing and Management I: Principles:

Marketing and Management I: Principles is the Level 2 Course for the Marketing Management and Entrepreneurship programs of study in the Marketing Career Cluster. It can also suffice as the Level 1 course in the Supply Chain Management program of study. The course focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development. Upon completion of this course, proficient students will understand the economic principles, the marketing mix, and product development and selling strategies. *Credit 1 - Grade Level 10 – 11*

Social Media Marketing and Analytics: (NIC)

Social Media Marketing & Analytics is a study of concepts and principles used in social media marketing. Students will examine the uses, marketing strategies and data generated by social media marketing. Subject matter includes foundational social media knowledge, social media marketing

strategies, communication and ethical responsibilities. Prerequisite(s): Marketing and Management I: Principles. *Credit: 1 – Grade Level 11-12*

Event Planning & Management:

Event Planning and Management is designed to be a project-based, capstone experience in which students research, prepare, deliver, and reflect upon an original event for a community organization, business, or nonprofit. Upon completion of this course, proficient students will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. The course is highly customizable to meet local needs: partner organizations may be chosen at the discretion of student teams, with the approval of the instructor and appropriate school personnel. Organizations can include local non-profits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities. Prerequisite(s): At least two credits earned in a previous Hospitality & Tourism or Marketing program of study. *Credit 1 - Grade Level 11 – 12*

Supply Chain	Intro to Marketing & Business	Supply Chain I	Supply Chain II	Work-Based Learning (School Store)	

Supply Chain Management I: Principles and Foundations (NIC):

Supply Chain Management I: Principles and Foundations exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail, pipeline, and water. As an introduction to this important and globally evolving field, this course covers the basic principles of logistics, reviews the history and development of distribution networks, and examines how they function within the dynamics of the supply chain. Upon completion of this course, proficient students will explore career options; demonstrate an understanding of the historical, current, and future significance of supply chain industries; and plan for the effective and efficient flow of goods and services. This course will require extensive Microsoft Office applications including but not limited to PowerPoint creation; use of templates; spreadsheet manipulations; and designing of charts, graphs, formulas, and tables. Prerequisite: Introduction to Business & Marketing or Marketing and Management I: Principles *Credit: 1 - Grade Level: 10-11*

Supply Chain Management II: Warehousing & Distribution (NIC):

Supply Chain Management II prepares students for entry into the warehouse and distribution career field. Course content emphasizes a deep understanding of the dynamics of distribution and logistics operations, the warehousing skills needed for the tracking and managing of inventory, and the problem-solving skills used by logisticians in today's complex business environments. Upon completion of this course, a proficient student will have a thorough understanding of safety, tools, equipment, operations, processes, customer fulfillment, product lifecycle, future trends, and regulatory issues in the industry. Extensive use of Microsoft Office is required throughout this course. Prerequisite: Foundations of Supply Chain Management. *Credit: 1 - Grade Level: 10-12*

Supply Chain Management III: Management & Logistics:

Supply Chain Management III prepares students for a capstone learning experience in logistics, planning, and management systems. A range of business tasks will be undertaken to support the operation of supply chain processes including coordinating and controlling the order cycle and

associated information systems. Through exposure to crucial business activities such as project management, analyzing logistical problems, and producing new solutions, students will acquire advanced skills related to business professionalism, ethics, policies, and communication. Upon completion of this course, a proficient student will be prepared for further education and careers in the supply chain industry. Prerequisite: Supply Chain Management I. *Credit: 1 - Grade Level: 11-12*

Retail Operations:

Retail Operations is designed to challenge students with the real world of supply chain management and merchandising services. The standards in this course are designed to prepare students with skills and knowledge related to buying, selling, human resource management, business operations, product management, promotion, and customer service. Decision-making skills, financial management, customer relations, ethics and legal issues are also addressed. Upon completion of this applied knowledge course, proficient students will have skills essential for entering careers as retail associates at entry and mid-level management as well as be prepared to enter postsecondary programs in business and marketing. The content lends itself to both work-based learning and school-based enterprises opportunities. Prerequisite(s): Marketing & Management I: Principles. *Credit 1 - Grade Level 11 – 12*

Accounting I (NIC):

Accounting I is an essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skill sets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. In this course, proficient accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work, such as the GAAP (generally accepted accounting procedures) standards. Upon completion of this course, proficient students will be prepared to apply their accounting skills in more advanced Business and Finance courses and ultimately pursue postsecondary training. Prerequisite: Introduction to Business and Marketing. *Credit: 1 - Grade Level 10 – 11*

Criminal Justice

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Criminal Justice	Criminal Justice I	Criminal Justice II	Criminal Justice III		

Criminal Justice I:

Criminal Justice I is the first course of study and serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Upon completion of this course, proficient students will understand the context of local, state, and federal laws, have investigative skills pertaining to basic crime scenes and incident documentation, and

understand the importance of communications and professionalism in law enforcement. *Credit: 1 - Grade Level 10*

Criminal Justice II:
Criminal Justice II is the second course of study. Upon completion of this course, proficient students will understand the impact of the Constitution on law enforcement, law enforcement and police procedures, alcohol and beverage laws, sentencing, and the importance of communications and professionalism in law enforcement. Prerequisite(s): Criminal Justice I. *Credit: 1 - Grade Level 10 - 11*

Criminal Justice III - Forensic Criminal Investigations:
Criminal Justice III is the third course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of scientific inquiry used to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of this course, proficient students will be able to identify careers in forensic science and criminology, summarize the laws that govern the application of forensic science, and draw key connections between the history of the forensic science system and the modern legal system. Prerequisite(s): Criminal Justice I and Criminal Justice II. *Credit: 1 - Grade Level 11-12*

Hospitality

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Hospitality	Hospitality I	Hospitality II	Hospitality III	Event Planning	

Hospitality & Tourism Management I:
Hospitality and Tourism Exploration is a foundational course for students interested in careers within the hospitality industry. The course allows students to explore the career opportunities and fundamental principles that guide the organization and management of hospitality and tourism services. Upon completion of this course, students will be proficient in the foundations of hospitality and tourism, the segments of the industry, business concepts and operations, careers, and customer relations. *Credit: 1 - Grade Level 10*

Hospitality & Tourism Management II:
Hospitality Management builds on the foundations learned in Hospitality & Tourism Exploration and introduces new topics related to the marketing of services in the hospitality industry. Students will develop proficiency in economic awareness, the role of marketing in the industry, the components of a marketing plan, and promotional concepts, all within the context of hospitality businesses. Upon completion of this course, proficient students will be prepared to pursue advanced coursework in the Hospitality & Tourism Management pathway. Prerequisite(s): Hospitality & Tourism Exploration. *Credit: 1 - Grade Level 10-11*

Hospitality and Tourism Management III:
Hospitality Marketing is an applied-knowledge course that allows students to continue to develop sound management skills in preparation for future careers in the hospitality industry. Upon completion of this course, proficient students will have skills in management structures and the roles of managers in hospitality related businesses, with particular attention on the areas of human relations, accounting, sales, professional communications, and legal/ethical considerations and will be equipped with the knowledge and skills to pursue postsecondary study and future employment in the hospitality industry. Prerequisite(s): Hospitality Marketing.
Credit: 1 - Grade Level 11 – 12

Event Planning and Management:
Event Planning and Management is designed to be a project-based, capstone experience in which students research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Upon completion of this course, proficient students will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. The course is highly customizable to meet local needs: partner organizations may be chosen at the discretion of student teams, with the approval of the instructor and appropriate school personnel. Organizations can include local non-profits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities. Prerequisite(s): At least two credits earned in a previous Hospitality & Tourism or Marketing program of study. *Credit: 1 - Grade Level 11 – 12*

Pre-Law

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Pre-Law	Pre-Law I	Pre-Law II	Pre-Law III		

Pre-Law I:
Pre-Law 1 is designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe career planning and compliance, foundations of the legal system, organization of the law and public safety system, basic constitutional protections, and types of law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law. *Credit: 1 - Grade Level 10*

Pre-Law II:
Pre-Law II is designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe the organization of local, national, and state court systems and the legal process, explain the concepts of trials, and differentiate business, labor, and consumer law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law. Prerequisite(s): Pre-Law I. *Credit: 1 - Grade Level 10-11*

Pre-Law III:

Pre-Law III is designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe sentencing and decisions, appeals, punishment, parole, probation,
detention, and family and property law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law. Prerequisite(s): Pre-Law I and Pre-Law II.
Credit: 1 - Grade Level 11-12

Air JROTC

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
JROTC	Air ROTC 1	Air ROTC 2	Air ROTC 3	Air ROTC 4	

Credit Substitutions: 1 credit = 1 semester
JROTC 1 = fulfills Lifetime Wellness graduation requirement
JROTC 2 = fulfills Physical Education graduation requirement.
JROTC 3 = fulfills US Government graduation requirement & Personal Finance graduation requirement.

Utilized as a "Global Elective" within the 865 Academies:

JROTC allows any student (9-12), regardless of their chosen academy, an opportunity to capitalize on a rich curriculum that includes an in-depth study of leadership, citizenship, personal health and wellness, individual financial responsibility, career awareness, exploration and opportunity, employability skills, and postsecondary planning. With specific counseling and careful attention to scheduling, JROTC offered to incoming 9th grade students, allows for immediate credit substitutions in Physical Education and Wellness, therefore increasing the likelihood of meeting enrollment requirements on the October enrollment report.

General Description:

J.R.O.T.C. is a joint program provided by the Knox County School System in partnership with the United States Department of Defense. Currently, there are two Air Force, two Army, and five Navy programs in Knox County. J.R.O.T.C. programs vary according to differences among Air Force, Army, and Navy regulations. However, all services present a curriculum designed to help each student achieve the following goals: (1) Develop habits of orderliness, precision, and respect for authority in our society, (2) Instill patriotism, (3) Develop a high degree of personal honor, self-reliance, individual discipline, and leadership, (4) Instill pride, self-respect, confidence, and a desire to do one's best in any endeavor, and (5) Promote a basic understanding of national security requirements and the role of the armed service in the national defense structure. Each student must successfully complete an introductory phase before advancing to the next level of the program.

Air Force JROTC:

Air Force Junior Reserve Officer Training Corps (AFJROTC) is a program designed to develop citizens of character dedicated to serving their nation and community. Each AFJROTC class contains three components: aerospace science, leadership education, and a wellness program. Aerospace Science courses develop a sense of service, while focusing on science and technology. Leadership education courses emphasize citizenship and character education. Wellness is an official and integral part of the

Air Force Junior ROTC program. It motivates cadets to pursue healthy, active lifestyles throughout their adult lives. Each semester of study contains an aerospace science, leadership, and wellness component in a 40/40/20% ratio respectively.

The course titles JROTC I – IX refer to a cadet's current semester in the program with associated curriculum selected from the following AFJROTC course offerings. AS (Aerospace Science) courses are strategically paired with LE (Leadership Education) Courses, so that all courses are taught on a 7-year implementation plan per the United States Air Force.

Academy of Health Science

Advanced Life Sciences

Pathway Name	Course 1	Course 2	Course 3	Course 4	Course 5
Advanced Life Sciences	4th Science Course	5th Science Course	6th Science Course		

*See descriptions of science courses in the Core Academic & Elective Courses section of this catalog

Cardiovascular Services, Nursing Services, Pharmacology, and Sport and Human Performance

Pathway Name	Course 1	Course 2	Course 3	Course 4	Course 5
Cardiovascular Services	Health Science Education	Diagnostic Medicine	Anatomy and Physiology	Cardiovascular Services	Clinical Internship
Nursing Services	Health Science Education	Medical Therapeutics	Anatomy and Physiology	Nursing Education	Clinical Internship
Pharmacology	Health Science Education	Anatomy and Physiology	Pharmacological Science	Clinical Internship	
Sport and Human Performance	Health Science Education	Rehab Careers	Anatomy and Physiology	Exercise Science	Clinical Internship

Introduction to Health Science (Health Science Education):
Health Science Education is the Level 1 Course for all programs of study within the Health Science Career Cluster. (Other courses available in the Health Science cluster follow this description.) Health Science Education is an introductory course designed to prepare students to pursue careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a proficient student will be able to identify careers in these fields, compare

and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a strong foundation for all the Health Science programs of study and is a Prerequisite for all other Health Science courses. *Credit: 1 - Grade Level 10*

Cardiovascular Services	Health Science Education	Diagnostic Medicine	Anatomy and Physiology	Cardiovascular Services	Clinical Internship

Diagnostic Medicine (NIC):

Diagnostic Medicine is a third level course designed to prepare students to pursue careers in the fields of radiology, medical laboratory, optometry, and other patient diagnostic procedures. Upon completion of this course, proficient students will be able to describe new and evolving diagnostic technologies, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study. Prerequisite(s): Health Science Education and Anatomy & Physiology. *Credit: 1 - Grade Level 10 – 11*

Anatomy & Physiology:

Anatomy & Physiology is a second level course designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiratory, excretory, and reproductive systems. Prerequisite: Health Science Education. Suggested Prerequisite or Co-requisite: Biology I. Credit: 1-2 - Grade Level 10 – 12

Cardiovascular Services (NIC):

Cardiovascular Services is a capstone course and is an applied course in the Diagnostic Services program of study intended to prepare students with an understanding of the roles and responsibilities of those seeking employment in the cardiovascular field of healthcare. Upon completion of this course, proficient students will have a thorough understanding of anatomy and physiology of the heart and be knowledgeable about both invasive and non-invasive cardiovascular procedures. Students will incorporate communication, goal setting, and information collection skills to be successful in the workplace. Students who successfully complete the course and perform the required number of EKGs on live people will be eligible to take the certification examination as a Certified EKG Technician (CET). Prerequisite(s): Health Science Education and Diagnostic Medicine. *Credit: 1 - Grade Level 11-12*

Nursing Services	Health Science Education	Medical Therapeutics	Anatomy and Physiology	Nursing Education	Clinical Internship

Medical Therapeutics (NIC):
Medical Therapeutics is an applied course designed to prepare students to pursue careers in therapeutic services. Upon completion of this course, a proficient student will be able to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments. Prerequisite(s): Health Science Education. *Credit: 1 - Grade Level 10 – 11*

Anatomy & Physiology:
Anatomy & Physiology is found in multiple programs of study in the Health Sciences Career Cluster. The course description is provided within the Cardiovascular Cluster located above.

Nursing Education (NIC):
Nursing Education is a capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course, if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site-based clinical with at least 24 of those hours spent in a long-term care facility, then they are eligible to take the certification examination as a Certified Nursing Assistant (CNA). Students must be at least 16 years old to be enrolled in this course and able to provide their own transportation to and from clinical sites. Standards in this course are aligned with Tennessee Nursing Education Training Program requirements. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. Note: For students to qualify for the nursing assistant certification examination, the training program must be approved at least 30 days before the first day of class by the Tennessee Department of Health Nurse Aide Training program staff. Student to teacher ratio for this course is 15:1. Prerequisite(s): Health Science Education, Medical Therapeutics and Anatomy & Physiology. *Credit: 1 - 2 - Grade Level 11 – 12*

Pharmacology	Health Science Education	Anatomy and Physiology	Pharmacological Science	Clinical Internship	

Anatomy & Physiology:
Anatomy & Physiology is found in multiple programs of study in the Health Sciences Career Cluster. The course description is provided within the Cardiovascular Cluster located above.

Pharmacological Sciences (NIC):
Pharmacological Sciences is a third-level applied course intended to prepare students with an understanding of the roles and responsibilities of the healthcare worker in a pharmacy setting. This course equips students with the communication, goal- setting, and information-processing skills to be

successful in the workplace, in addition to covering key topics in pharmacology, pharmacy law and regulations, sterile and non-sterile compounding, medication safety, quality assurance, and more. Upon completion of this course, proficient students can apply to sit for the Pharmacy Technician Certification Board examination within 30 days prior to high school graduation. Prerequisite(s): Health Science Education. *Credit: 1 - Grade Level 11 – 12*

Sport and Human Performance	Health Science Education	Rehab Careers	Anatomy and Physiology	Exercise Science	Clinical Internship

Rehabilitation Careers (NIC):
Rehabilitation Careers is an applied course designed to prepare students to pursue careers in rehabilitation services. Upon completion of this course, a proficient student will be able to identify careers in rehabilitation services, recognize diseases, disorders or injuries related to rehabilitation services and correlate the related anatomy and physiology then develop a plan of treatment with appropriate modalities. Prerequisite(s): Health Science Education. *Credit: 1 - Grade Level 10 - 11*

Anatomy & Physiology:
Anatomy & Physiology is found in multiple programs of study in the Health Sciences Career Cluster. The course description is provided within the Cardiovascular Cluster located above.

Exercise Science (NIC):
Exercise Science is an applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections, students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders. In addition, students can incorporate communication, goal setting, and information collection skills in their coursework in preparation for future success in the workplace. Upon successful completion of this course, students may be eligible to sit for the Certified Personal Trainer examination. Prerequisite(s): Rehabilitation Careers. *Credit: 1 - Grade Level 11 – 12*

Capstone Course for Multiple Health Science Programs:
Clinical Internship (NIC):
Clinical Internship is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a Prerequisite Health Science course. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. Note: Students must be at least 16 years old to be enrolled in this course and able to provide their own transportation to and from clinical sites. Student to teacher ratio for this course is 15:1 in a clinical setting. Students in this course will complete OSHA 10 and may earn the certification. Prerequisite(s): Diagnostic Medicine, Cardiovascular Services, Medical Therapeutics, Dental Science, Pharmacological Science, Nutrition Science and Diet Therapy, Medical Assisting, Rehabilitation Careers, or Exercise Science. *Credit: 1 – 4 - Grade Level 11 – 12. Note: Dual Credit by Industry Credential opportunity with PSCC*

Academy of Liberal Arts, Communications, & Design

Audio/ Visual Productions (Pathway at Karns/Byington)

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Audio/Visual Productions	AV Productions I	AV Productions II	AV Productions III	Dual Enrollment AV Productions**	

Audio/Visual Production I:
A/V Production I is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in A/V (audio/visual) production occupations. Upon completion of this course, proficient students will be able to explain and complete the phases of the production process including pre-production, production, and post-production. Students will establish basic skills in operating cameras, basic audio equipment, and other production equipment. Standards in this course include career exploration, an overview of the history and evolution of A/V production, and legal issues affecting A/V production. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study.
Credit: 1 - Grade Level 10 Note: Dual Credit Course opportunity with PSCC

Audio/Visual Production II
A/V Production II is the second course in the A/V Production program of study intended to prepare students for a career in audio/visual production. Building on knowledge acquired in A/V Production I, this course advances technical skill in utilizing industry equipment related to lighting and audio, and it places special emphasis on the research and technical writing involved in planning productions. Upon completion of this course, proficient students will be able to plan, capture, and edit research-based productions of increasing complexity, individually and through collaboration in teams. In addition to more robust career preparation, standards in this course include an investigation of concerns affecting A/V production businesses, such as ethical and legal issues, technology, funding, and the organization of professional roles in various industries. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Prerequisite(s): A/V Production I. *Credit: 1 - Grade Level 10 Note: Dual Credit Course opportunity with PSCC*

Audio/Visual Production III:
A/V Production III is an applied-knowledge course intended to prepare students to pursue careers and postsecondary learning in audio/visual production. Students in this course will apply knowledge and skills from previous courses in the program of study to create productions both independently and in teams, with the option of participating in a work-based learning experience for additional credit. Students will use industry equipment and technology to complete all phases of the production process, including planning, coordinating, capturing, editing, and distributing productions. Standards in this course include policies and regulations, independent and collaborative productions, distribution of

media, and the production of live events. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Upon completion of this course, proficient students will be prepared for a career in audio/visual production or to transition to a postsecondary program for further study. Prerequisite(s): A/V Production II. *Credit: 1 - Grade Level 11 – 12 Note: Dual Credit Course opportunity with PSCC*

Cosmetology (Pathway at Karns/Byington)

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Cosmetology	Cosmetology I	Cosmetology II	Cosmetology III	Cosmetology IV	

Cosmetology I:
Cosmetology I is the first level of cosmetology. It prepares students with work-related skills for advancement into the Design Principles of Cosmetology course. Content provides students the opportunity to acquire fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry. *Credit: 1 - Grade Level 10 Note: Dual Credit Course opportunity with TSB*

Cosmetology II:
Cosmetology II is the second level of cosmetology which prepares students for work-related skills and advancement into the Chemistry of Cosmetology course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee Board of Cosmetology Shampoo examination for a Tennessee Shampoo Technician License. Prerequisite(s): Cosmetology I. *Credit: 1 – 2 - Grade Level 10 – 11 Note: Dual Credit Course opportunity with TSB; this course is 2 blocks.*

Cosmetology III:
Cosmetology III is an advanced level of cosmetology. It prepares students to perform work-related services using chemicals in the cosmetology industry. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. Students completing this portion of the course of cosmetology will acquire the necessary hours to transfer to a postsecondary course of study to complete the hours needed to be eligible to take the Tennessee State Board of Cosmetology examination for the Tennessee Cosmetology License. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee State Board of Cosmetology Shampooing examination for a Shampoo Technician License. Prerequisite(s): Cosmetology I and Cosmetology II.
Credit: 1 - 2 - Grade Level 11 – 12 Note: Dual Credit Course opportunity with TSB; this course is 2 blocks.

Cosmetology IV (NIC):

Cosmetology IV is a capstone course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding and practical skills in efficient and safe work practices, career and business analysis, advanced hair techniques and chemical services, and state board theoretical and practical application. Proficient students will have applied the full range of knowledge and skills acquired in this program of study toward experiences in practical applications of cosmetology practices as approved by the instructor. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to obtain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Prerequisite(s): Cosmetology I, Cosmetology II, and Cosmetology III. *Credit: 1 - 2 - Grade Level 11 – 12 Note: Dual Credit Course opportunity with TSB*

Digital Art and Design

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Digital Art and Design	Digital Art and Design 1	Digital Art and Design 3	Digital Art and Design 3*	Dual Enrollment Digital Arts and Design**/ Applied Arts Practicum and Work Based Learning	Dual Enrollment Digital Arts and Design**/ Applied Arts Practicum and Work Based Learning

Digital Arts & Design I (NIC):

Digital Arts & Design is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions that effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. *Credit: 1 - Grade Level 10*

Digital Arts & Design II (NIC):

Digital Arts & Design II is a course that builds on the basic principles and design process learned in the introductory Digital Arts & Design I course. Upon completion of this course, proficient students will be able to perform advanced software operations to create photographs and illustrations of increasing complexity. Students will employ design principles and use industry software to create layouts for a variety of applications. Standards in this course also include an overview of art and design industries, career exploration, and business management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Prerequisite(s): Digital Arts & Design I. *Credit: 1 - Grade Level 11*

Digital Arts & Design III:

Digital Arts & Design III is the third course in the Digital Arts & Design program of study. Applying design skills developed in prior courses, students will expand their creative and critical thinking skills to create comprehensive multimedia projects and three-dimensional designs. Upon completion of this course, proficient students will be able to use industry-standard software to create multimedia projects, web pages, three dimensional models, and animations. Students will utilize research techniques to plan and enhance project outcomes. Standards in this course also include professionalism and ethics, career exploration, and business and project management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Prerequisite(s): Digital Arts & Design II Teacher cannot teach both options during a one block class. Credit: 1 to 2 credits Recommended Credit: If all standards in the course are covered, the course is recommended for two credits. If only one credit is to be offered, two options are recommended. Option A focuses more on multimedia and web applications. Option B is tailored for programs with a specific interest in or capacity for teaching animation. *Grade Level 11-12*

Applied Arts Practicum:

Applied Arts Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Arts, A/V Technology, & Communications courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by professionals in these careers, students learn to refine their skills in problem solving, research, communication, teamwork, and project management through the completion of a course-long project. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, service learning, and job shadowing. Upon completion of the practicum, proficient students will be prepared to pursue postsecondary study in arts, A/V technology, or communications programs; or seek additional training or employment with the aid of the portfolio, which documents the student's work completed throughout the program of study. Prerequisite(s): Minimum of 2 credits in an Arts, A/V Technology, & Communications program of study. *Credit: 1 - Grade Level 12*

Journalism

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Journalism	Journalism 1	Journalism 2	Journalism 3	Dual Enrollment Journalism	

*See descriptions of journalism courses in the Core Academic & Elective Courses section of this catalog (English Electives)

Performing Arts

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Performing Arts	First Performing Arts***	Second Performing Arts***	Third Performing Arts***	Fourth Performing Arts***	Dual Enrollment/ AP Performing Art**/***

*See descriptions of performing arts courses in the Core Academic & Elective Courses section of this catalog

Teaching as a Profession

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Teaching as a Profession	Introduction to Teaching as a Profession (Optional)	Teaching as a Profession 1	Teaching as a Profession 2	Teaching as a Profession Practicum (not optional)	Work Based Learning/ Dual Enrollment

Teaching as a Profession (TAP) I:

TAP I is an intermediate course for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students will conduct observations of educators at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Upon completion of this course, proficient students will have a fundamental understanding of instructional strategies needed for becoming an educator. Prerequisite(s) Introduction to Teaching as a Profession Credit*: 1 - Grade Level 10*

Teaching as a Profession (TAP) II:

TAP II is an applied-knowledge course for students interested in learning more about becoming a teacher, school counselor, librarian, or speech-language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating instruction, and strategies of effective classroom planning. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work, which will carry with them throughout the program of study. Upon completion of this course, proficient students will be prepared to take the capstone TAP III course and further their studies at the postsecondary level. Prerequisite(s): Teaching as a Profession I (TAP I). *Credit: 1 - Grade Level 11*

Teaching as a Profession (TAP) Practicum (TAP III):

Teaching as a Profession (TAP) Practicum is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. The course

covers classroom professionalism, ethics, policies, communications, and career requirements in education and training fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution. Prerequisite(s): Teaching as a Profession II (TAP II). *Credit: 1 - Grade Level 12*

Visual Arts

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Visual Arts	Visual Art 1	First Advanced Visual Art	Second Advanced Visual Art/AP Visual Art	Third Advanced Visual Art/ AP Visual Art	Fourth Advanced Visual Art/ AP Visual Art

*See descriptions of performing arts courses in the Core Academic & Elective Courses section of this catalog

Academy of STEM

Advanced Mathematics

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Advanced Mathematics	5th Math Course	6th Math Course	7th Math Course		

*See descriptions of Mathematics courses in the Core Academic & Elective Courses section of this catalog

Advanced Physical Science

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Advanced Physical Science	4th Science Course	5th Science Course	6th Science Course		

*See descriptions of Science courses in the Core Academic & Elective Courses section of this catalog

Architecture

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Architecture	Architectural & Engineering Design 1	Architectural & Engineering Design 2	Architectural & Engineering Design 3*	Architectural & Engineering Design Practicum	Dual Enrollment Architectural & Engineering Design**

Architectural & Engineering Design II:

Architectural & Engineering Design II is the second course of the Architectural & Engineering Design program of study. Students in this course build their skills in developing and presenting design ideas using technical drawing and modeling techniques and apply the design process to solve design problems. Upon completion of this course, proficient students will be able to use computer-aided drafting (CAD) software to create multi-view, sectional view, auxiliary view, and three-dimensional drawings using industry standard dimensioning and notation. Students will connect drawings with actual physical layouts by building models based on drawings, creating drawings based on objects and other physical layouts, and using software to create basic three-dimensional models. In addition, students will continue compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Architectural & Engineering Design I. *Credit: 1 - Grade Level 10*

Architectural & Engineering Design III (NIC):

Architectural & Engineering Design III is the third course of the Architectural & Engineering Design program of study. In this advanced course, students will apply technical drawing and design skills developed in the previous courses to specific architectural and mechanical design projects and contexts. In the process, students will expand their problem-solving and critical-thinking skills by assessing the requirements of a project alongside the available resources to accomplish realistic planning. Upon completion of this course, proficient students will be able to employ methods of data collection and analysis to provide others with appropriate information for projects and to develop their own designs. Students will also be able to engage with industry specific technology to create visual representations of project outcomes. In addition, students will continue compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Architectural & Engineering Design II. *Credit: 1 - Grade Level 11*

Auto Maintenance and Repair (Pathway at Karns/Byington)

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Auto Maintenance & Repair	Maintenance & Light Repair 1	Maintenance & Light Repair 2	Maintenance & Light Repair 3	Maintenance & Light Repair 4	

Maintenance and Light Repair (MLR) I:
MLR I prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing all the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards. *Credit: 1 - Grade Level 10*

Maintenance and Light Repair (MLR) II (NIC):
MLR II prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards. Prerequisite(s): Maintenance and Light Repair I. *Credit: 1 - Grade Level 10-11 (2 blocks)*

Maintenance and Light Repair (MLR) III (NIC):
MLR III prepares students for entry into Maintenance and Light Repair IV. Students study and service suspension and steering systems and brake systems. Upon completing all the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards. Prerequisite(s): The Maintenance and Light Repair II. *Credit: 2 - Grade Level 11-12*

Maintenance and Light Repair (MLR) IV (NIC):
MLR IV prepares students for entry into the automotive workforce or into postsecondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills. Upon completing all the

Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards. Prerequisite(s): The Maintenance and Light Repair III. *Credit: 2 - Grade Level 12*

Coding and Cybersecrurity

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Coding	Computer Science Foundations* or AP Computer Science Principles	Coding 1	Coding 2*	Coding Practicum	Dual Enrollment Coding**
Cybersecurity	Computer Science Foundations* or AP Computer Science Principles	Cybersecurity 1*	Cybersecurity 2*	Cybersecurity Practicum*	Dual Enrollment Practicum**

Computer Science Foundations (NIC):

Computer Science Foundations is the Level 1 Course for all programs of study within the Information Technology Career Cluster. (Other courses available in the Information Technology cluster follow this description.) It is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, Web Design, and Cybersecurity. As a result, students will complete all core standards, as well as standards in two of four focus areas. Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue. (This course satisfies the new Computer Science Requirement) *Credit: 1 - Grade Level 9-10*

AP Computer Science Principles:

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. It is recommended that students in the AP Computer Science Principles course have successfully completed a first- year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. The scope and sequence of this course follows the topics listed in the College Board Advanced Placement course description. Students who study this course will be prepared to take the Advanced Placement Computer Science Principles AP Exam and seek college credit. This course satisfies the State's four-year math requirement for those students who have met the ACT and/or SAT college readiness benchmarks in mathematics.

Coding	Computer Science Foundations* or AP Computer Science Principles	Coding 1	Coding 2*	Coding Practicum	Dual Enrollment Coding**

Coding I:

Coding I is a course intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multi-step procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution. Standards in this course are aligned with the Tennessee State Standards for English Language Arts Standards and Literacy in Technical Subjects and Tennessee State Standards for Mathematics. Prerequisite(s): Algebra I and Computer Science Foundations. *Credit: 1 - Grade Level 10*

Coding II (NIC):

Coding II challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. In doing so, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs. Upon completion of this course, proficient students will demonstrate an understanding of

object-oriented programming language using high-level languages such as FOCUS, Python, or SAS. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects. Prerequisite(s): Coding I. *Credit: 1 - Grade Level 11*

Coding Practicum/ Work-based Learning:
Coding Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Coding courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of original software applications. The course is designed to allow students to choose their specific application of interest, be it the development of a mobile application (app), an animation package, a game or other educational tool, or any other approved program that requires coding and development skills. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in programming and software development and will be equipped to market their finished product should they choose. Prerequisite(s): Coding II. *Credit: 1 - Grade Level 11 – 12*

Cybersecurity	Computer Science Foundations* or AP Computer Science Principles	Cybersecurity 1*	Cybersecurity 2*	Cybersecurity Practicum*	Dual Enrollment Practicum**

Cybersecurity I (NIC):
Cybersecurity I is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system. Prerequisite(s): Computer Science Foundations. *Credit: 1 - Grade Level 10*

Cybersecurity II (NIC):
Cybersecurity II challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies, and organizational security. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity. Prerequisite(s): Cybersecurity I. *Credit: 1 - Grade Level 11*

Cybersecurity Practicum (NIC):

Cybersecurity Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Cybersecurity courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of cybersecurity applications. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in cybersecurity and will be equipped to market their finished product should they choose. Prerequisite(s): Cybersecurity II. *Credit: 1 - Grade Level 11 – 12*

Engineering

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Engineering	Principles of Engineering & Design*	Engineering and Design 1*	Engineering and Design 2*	Engineering Practicum	Dual Enrollment Engineering**

Principles of Engineering and Technology (NIC):

Principles of Engineering and Technology is the Level 1 Course for the Engineering and Technology programs of study in the STEM Career Cluster. (Other courses available in the STEM cluster follow this description.) It is a foundational course in the STEM cluster for students interested in learning more about careers in engineering and technology. This course covers basic skills required for engineering and technology fields of study. Upon completion of this course, proficient students can identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. *Credit: 1 - Grade Level 10*

Engineering Design I:

Engineering Design I is a fundamental course in the STEM cluster for students interested in developing their skills in preparation for careers in engineering and technology. The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this
course, proficient students can describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Tennessee. They will also be able to identify simple and complex machines; calculate various ratios related to mechanisms; explain fundamental concepts related to energy; understand Ohm's Law; follow the steps in the engineering design process to complete a team project; and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Note: Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for all projects throughout the course. Prerequisite(s): Principles of Engineering & Technology,

Algebra I, and Physical Science or Biology. *Credit: 1 - Grade Level 10-11 Note: Dual Credit by Industry Credential opportunity with PSCC*

Engineering Design II (NIC):
Engineering Design II is an applied course in the STEM career cluster for students interested in further developing their skills as future engineers. This course covers the knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to explain the differences between scientists and engineers, understand the importance of ethical practices in engineering and technology, identify components of control systems, describe the differences between laws related to fluid power systems, explain why material and mechanical properties are important to design, create simple free body diagrams, use measurement devices employed in engineering, conduct basic engineering economic analysis, follow the steps in the engineering design process to complete a team project, and effectively communicate design solutions to others. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s): Engineering Design I and Biology or Chemistry. *Credit: 1 - Grade Level 11 Note: Dual Credit by Industry Credential opportunity with PSCC*

Engineering Practicum:
Engineering Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of the practicum, students will be prepared for postsecondary study in engineering and technology fields. Note: Mastery of the following standards should be attained while completing an engineering design project in a practicum setting. Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for the project throughout the course. The project should follow the engineering design process learned in previous courses. *Prerequisite(s): Engineering Design II or Robotics & Automated Systems. Credit: 1 - Grade Level 12*

Mechanical, Electrical, & Plumbing Systems (Pathway at Karns/Byington)

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Mechanical, Electrical, & Plumbing Systems	Fundamentals of Construction*	Electrical Systems	Construction Practicum		

Fundamentals of Construction (NIC):

Fundamentals of Construction is the Level 1 Course for all programs of study within the Architecture & Construction Career Cluster. (Other courses available in the Architecture & Construction cluster follow this description.) This course is a foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an overview of the construction industry and an introduction to building systems and materials. Students will begin compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in their selected program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and the National Center for Construction Education and Research (NCCER) Curriculum. *Credit: 1 - Grade Level 10*

Electrical Systems (NIC):

Electrical Systems prepares students for careers as electricians across a variety of residential and commercial environments. Upon completion of this course, proficient students will be able to implement safety procedures and tools to perform operations with device boxes, conduit, raceway systems conductors, and cable. Students will read and interpret the National Electrical Code, drawings, specifications, and diagrams to determine materials and procedures needed to complete a project. Students will calculate residential loads to recommend electrical hardware. Standards in this course also introduce basic troubleshooting procedures and power systems, and expand on principles of the construction industry, delving deeper into business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee State Standards in Chemistry I, Physics, Physical Science, and Environmental Science, as well as the National Center for Construction Education and Research (NCCER) Curriculum. Prerequisite(s): Fundamentals of Construction and/or MEP Systems. *Credit: 1 - Grade Level 11 – 12*

Construction Practicum:

Construction Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Architecture & Construction courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by tradesmen and contractors in the workplace, students learn to refine their skills in problem solving, communication, teamwork, and project management in the completion of a course- long project. Due to the importance of on-the-job training in the construction industry, a principle aim of the practicum is to assist students with placements where on-the-job training occurs, if available, so they can begin to log hours on a worksite and gain experience prior to entering the job market, such as in pre-apprenticeships. Additionally, students are exposed to the great range of postsecondary opportunities in today's construction fields as well, in order to prepare them to make an

informed decision regarding their post-high school plans. Prerequisite(s): Minimum of 2 credits in an Architecture & Construction program of study. *Credit: 1 - Grade Level 12*

Structural Systems (Pathway at Karns/Byington)

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Structural Systems	Fundamentals of Construction*	Structural Systems I*	Structural Systems II*	Construction Practicum	

Fundamentals of Construction:
See description under Mechanical, Electrical, & Plumbing Systems

Structural Systems I (NIC):
Structural Systems I prepares students for careers in residential and commercial carpentry. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in framing buildings. Students will be able to frame floors, walls, ceilings, roofs, and stairs while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee Physical Science Standards, Tennessee Physics Standards, and the National Center for Construction Education and Research (NCCER) Curriculum. Prerequisite(s) Fundamentals of Construction. *Credit: 1 Grade Level 10*

Structural Systems II (NIC):
Structural Systems II is an advanced-level course that builds on the introductory skills learned in the Fundamentals of Construction and Structural Systems I courses. This course will explore advanced framing, the physics of structural loads, and the coverings and finishes of structural systems. Upon completion of this course, proficient students will be able to install interior and exterior finishing, including roofing, siding, thermal and moisture protection components, drywall, doors, and trim. Throughout the course, students will interpret construction drawings to complete projects, implementing material estimating procedures and safe working practices. Standards in this course also expand on principles of the construction industry and delve deeper into business and project management strategies. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee Physical Science Standards, Tennessee Physics Standards, and the National Center for Construction Education and Research (NCCER) Curriculum. Prerequisite(s) Structural Systems I. *Credit: 2 - Grade Level 11 – 12 (2 blocks)*

Construction Practicum:
See description under Mechanical, Electrical, & Plumbing Systems

Welding (Pathway at Karns/Byington)

Pathway Name	Course 1	Course 2	Course 3	Course 4 (Optional)	Course 5 (Optional)
Welding	Fundamentals of Construction*	Welding I*	Welding II*	Work Based Learning	

Fundamentals of Construction:
See description under Mechanical, Electrical, & Plumbing Systems

Welding I:
Welding I is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Proficient students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control. Upon completion of this course, proficient students will understand the requirements to pursue the American Welding Society (AWS) Entry Welder qualification and examination and will be prepared to undertake more advanced welding coursework. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s) Principles of Manufacturing. *Credit 1 - Grade Level 10*

Welding II (NIC):
Welding II is designed to provide students with opportunities to effectively perform cutting and welding applications of increasing complexity used in the advanced manufacturing industry. Proficient students will build on the knowledge and skills of the Welding I course and apply them in novel environments, while learning additional welding techniques not covered in previous courses. Specifically, students will be proficient in (1) fundamental safety practices in welding, (2) gas metal arc welding (GMAW), (3) flux cored arc welding (FCAW), (4) gas tungsten arc welding (GTAW), and (5) quality control methods. Upon completion of the Welding II course, proficient students will be eligible to complete the American Welding Society (AWS) Entry Welder qualification and certification. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics. Prerequisite(s) Welding I. *Credit: 2 - Grade Level 11 – 12*

Work Based Learning

Capstone WBL experiences and training must be aligned with the student's updated CTE Plan of Study, as required in State Board of Education (SBE) High School Policy, equate to a full-time equivalent credit,

meet the standards of the Career Practicum or other WBL course in which they are enrolled, and facilitate intentional progress toward the attainment of knowledge and skills necessary to pursue the student's postsecondary and career goals.

- Participating students must be on track to meet the requirements for graduation or program completion as adopted by the State Board and may earn WBL credit over the summer term if all WBL program requirements are met.
- Students participating in WBL activities must be at least 16 years of age.

- Students must demonstrate a 90% attendance rate unless otherwise agreed upon prior to the start of the
WBL experience and deemed acceptable to the workplace mentor and WBL Coordinator.
- Students must exhibit work readiness attitudes and skills as determined by the teacher and employer
and consistent with the Tennessee Department of Education WBL Policy and Implementation Guides
before beginning a WBL experience (SBE High School Policy 2.103).

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

Students may earn up to three (3) credits per school year in work-based learning courses in one (1) school year. At least one (1) credit must be earned through related classroom experience, which must include a minimum of two (2) periods per week of classroom instruction. A minimum of ten (10) hours per week of supervised work experience is required for one (1) additional credit, and a minimum of twenty (20) hours per week is required for two (2) additional credits. Students earning credits for work experience must be supervised by a certified work-based learning coordinator. Students in capstone WBL experiences should earn credit through the Career Practicum course or another appropriate WBL clinical or practicum course code.

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

Core Academic and Elective Courses

English

English I:

English I builds upon the skills established by the middle school English Language Arts standards. Students will practice the close reading of appropriately complex, grade-level informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or

the synthesis of multiple texts. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English I teachers will base their instruction on the SpringBoard curriculum, which is approved as in alignment with ELA standards.

English I Honors:

Honors English I builds upon the skills established by the middle school English Language Arts standards. Students will practice the close reading of appropriately complex, informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English I teachers will base their instruction on the SpringBoard curriculum, which is approved as in alignment with ELA standards. Learning experiences should reflect the increased rigor and depth of study appropriate for honors-level coursework.

English I Honors Combined:

A yearlong course, English I Honors Combined typically refers to the intertwining of an honors social studies and an honors English class. At HVA, we offer English I Honors combined with AP Human Geography. It is a literacy-intensive course with an emphasis on the deep study of composition, research, and text analysis. The course incorporates close reading of informational and literary texts selected based on overlapping concepts and historical periods. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. While reading and writing, students will explore the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English I teachers will base their instruction on the SpringBoard curriculum, which is approved as in alignment with ELA standards. Learning experiences should reflect the increased rigor and depth of study appropriate for honors-level coursework.

English II:

English II builds upon the skills established by the English Language Arts standards. Students will practice the close reading of appropriately complex informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and

fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English II teachers will base their instruction on the SpringBoard curriculum, which is approved as in alignment with ELA standards.

English II Honors:

Honors English II builds upon the skills established by the English Language Arts standards. Students will practice the close reading of appropriately complex informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English II teachers will base their instruction on the SpringBoard curriculum, which is approved as in alignment with ELA standards. Learning experiences should reflect the increased rigor and depth of study appropriate for honors-level coursework and support preparation of students for future advanced academics courses.

English III:

English III further builds upon the skills established by the English Language Arts standards. Students will practice the close reading of appropriately complexinformational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English III teachers will base their instruction on the SpringBoard curriculum, which is approved as in alignment with ELA standards.

English IV:

English IV is the summative course aligned to the English Language Arts standards. Students will practice the close reading of appropriately complex, informational and literary texts. Based upon their reading, the students will engage in class discussion and written assignments that promote analysis, the development of an argument with appropriate supporting details, and/or the synthesis of multiple texts. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and fluency while correctly using the conventions of the English language. Students will also engage in narrative writing based on real or imagined events. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts the students read. English IV teachers will base their instruction on the SpringBoard curriculum, which is approved by as in alignment with

ELA standards. Upon the completion of English IV, students should be prepared forpostsecondary learning opportunities or the workforce.

Advanced Placement (AP) English Language and Composition:
AP English Language and Composition® is a course for students who have successfully completed Honors English II or who have demonstrated competency in those composition and critical thinking skills aligned with the demands of advanced academics. The curriculum emphasizes rhetoric, analysis, research, synthesis, and complex writing as students become deft readers of prose written for a variety of periods, disciplines, audiences, purposes, and contexts. College-level outside reading is required, and the class will challenge students to produce high-quality work that far exceeds the cognitive demands of CP-level coursework. The course culminates in the AP English Language and Composition Exam.

Advanced Placement (AP) English Language and Composition Combined:
AP English Language and Composition® is a course for students who have successfully completed Honors English II or who have demonstrated competency in those composition and critical thinking skills aligned with the demands of advanced academics. At HVA, this ELA course is combined with AP US History®, which may influence text selection and pacing. The general AP Language and Composition® curriculum emphasizes rhetoric, analysis, research, synthesis, and complex writing as students become deft readers of prose written for a variety of periods, disciplines, audiences, purposes, and contexts. College-level outside reading is required, and the class will challenge students to produce high-quality work that far exceeds the cognitive demands of CP-level coursework. The course culminates in the AP English Language and Composition® Exam, along with any exam associated with the partnered course.

Advanced Placement (AP) English Literature and Composition:
AP English Literature and Composition® is a course for students who have successfully completed Honors English II or who have demonstrated competency in those composition and critical thinking skills aligned with the demands of advanced academics. The curriculum is an in-depth study of American, British, and world literature with expectations commensurate with college-level English courses. College-level outside reading is required, and the class will challenge students to produce high-quality work that far exceeds the cognitive demands of CP-level coursework. Students must be highly motivated and have exceptional writing and analytical skills. The course culminates in the AP English Literature and Composition® Exam.

English Electives

Advanced Placement (AP) Seminar:
AP Seminar® involves intensive research and synthesis of self-selected topics. Students engage in research to analyze real-world problems and to cultivate the skills needed for successful college writing. Teams of students work to analyze and synthesize their findings and present their research to the class. The students explore scientific, economic, and political topics from a variety of viewpoints and broaden their understanding of global issues. This is a yearlong course due to the volume of work required of students.

Advanced Placement (AP) Research:

In AP Research®, students further the skills they obtained in the AP Seminar® course by developing a research methodology while employing ethical research practices. Students work on a year-long research project, document their processes, and curate artifacts as they develop a scholarly work portfolio. The final project is accompanied by a performance or exhibition of the product where applicable and a presentation of findings with an oral defense. This course may only be taken during the student's final year of high school.

Journalism 1: (Introduction to Journalism)

In Journalism 1, students will have the opportunity to improve the skills necessary in journalistic writing for both print and broadcast media. Curriculum includes the history and elements of journalistic style and the application of journalistic techniques to the development of a publication. Students who wish to take this course must be highly motivated, work well with peers, and be responsible in following through with assignments, as the work culminates in a publication. Prerequisites: Students may have to demonstrate the ability to write well; enrollment in this class may be contingent on an application process and/or teacher recommendation(s). Publications include newspapers, literary magazines, and/or annuals.

Journalism 2: (Adv Journalism Yearbook or Adv Journalism Multimedia)

In Journalism 2, students continue to explore and refine the skills necessary for journalistic writing and digital publishing. In addition to being actively engaged in communication skills, students explore the topics of ethics in journalism, particularly paying close attention to plagiarism. Prerequisites: Successful completion of Journalism 1. Additionally, students may have to demonstrate the ability to write well; enrollment in this course may be contingent on an application process and/or teacher recommendation(s). Publications include newspapers, literary magazines, and/or annuals. *Can be taken for multiple credits.*

Journalism 3: (Adv Journalism Yearbook or Adv Journalism Multimedia)

Journalism 3 provides more in-depth and hands-on production work in journalism. Activities in this class include production techniques for newspaper, radio, and television. Prerequisites: Successful completion of Journalism 2. Additionally, students may have to demonstrate the ability to write well; enrollment in this course may be contingent on an application process and/or teacher recommendation(s)Publications include newspapers, literary magazines, and/or annuals. *Can be taken for multiple credits.*

Creative Writing:

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

Advanced Creative Writing:

In Advanced Creative Writing, students will continue to pursue the art of creative writing, concentrating especially on poetry, short stories, non-fiction, and screenwriting. Works of established authors are examined and modeled, with a view toward enhancing the students' own work. The class is conducted

as a workshop with both teacher- and peer-conferencing; the result should be a significant portfolio of student work.

Speech and Communication:

In Speech and Communication, students will explore an array of scenarios and forums where effective communication is necessary. The course will cover interpersonal, informative, small group, persuasive, and special event speaking as well as different contexts where communicating via speech may be vital. Students will use a variety of digital media (text, audio, and visual) to generate ideas, organize information, and create and evaluate oral presentations. Research and writing skills will be reinforced by the assigned tasks.

Genre Literature:

In Genre Literature, students will be given the opportunity to develop deeper critical reading skills through reading experiences focused on specific literary genres. Students will explore the thematic elements and various styles and plot elements of the specified literary genres. Genre Literature courses at HVA include the following courses:

- Science Fiction
- Young Adult Literature
- Etymology/Mythology
- African American Literature

English Language Learners

English Language Learners (ELL):

1. Per TDOE ESL Rule, EL students identified for ESL service shall receive a minimum of one (1) hour of Direct ESL service each school day from a teacher who holds an ESL endorsement, until the student exits the ESL service.
2. Each ESL course counts for one credit hour. If a High School EL student qualifies for ESL service for all 4 years, he/she will take eight (8) credit hours of ESL. Two (2) credit hours will count towards English courses, and six (6) credit hours will count towards electives in humanities.
3. In High School, if an EL student's WIDA proficiency is between 1 to 3.4,
    - ESL courses may count toward two (2) of the four (4) English credits required for graduation.
    - ELs must then enroll in English I and/or English II to satisfy the federal requirement to take an ELA assessment.
    - Courses that do not count towards the English graduation requirement may count toward the elective focus in humanities.
4. In High School, if an EL student's WIDA proficiency is 3.5 or higher, ELs must be enrolled in ELA and ESL simultaneously, WIDA proficiency of 3.5 or higher
5. Sheltered courses require the teacher to be dually endorsed in ESL and content areas such as English or Math. A sheltered English I course is recommended for ELs when the level is 3.4 or below and when staffing is possible in your district. The sheltered English course is coded as English I.

Fine Arts

Visual Arts

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

Advanced Art:
Advanced Art studio classes are for students who have successfully completed Art I and, who, in the judgment of the instructor, show a sufficient level of interest and/or ability that would warrant continued study and making in the Visual Arts. Students in Advanced Art courses concentrate on a specific art medium. Advanced Art classes at HVA include the following:

- Sculpture
- Painting and Drawing
- Ceramics
- Printmaking
- 2D Design
- Papermaking
- Photography.

Prerequisite is the successful completion of Art I and art teacher recommendation. These classes may be repeated.

AP 2-D Art and Design:
The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is based on both a submission of a physical or digital portfolio and answering written prompts. "This portfolio is designated for work that focuses on the use of two-dimensional (2-D) elements and principles of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface. Students can work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted" (AP 2-D Art and Design Course Overview). *Prerequisite is successful completion of Art I, one Advanced Art class, and art teacher recommendation. While students may retake the AP portfolio, this class may not be repeated.*

Theatre

Theatre Arts I:
Theatre Arts I is a one-unit elective course for students who have an interest in drama and wish to learn the history of theatre and improve their abilities in communicating and appearing before a group. The curriculum includes exercises in pantomime, improvisation, basic stage direction, play reading, theatre history, stagecraft, basic acting skills, and oral interpretation.

Advanced Theatre Arts:
Advanced Theatre Arts is an elective course for students who have completed Theatre Arts I and who wish to expand their interpretative skills and knowledge of theatre. The curriculum includes further study of oral and dramatic interpretations of prose and poetry. Advanced Theatre Arts may focus on the craft of musical theatre specifically if permitted by the school administration. Prerequisite: Theatre Arts I; an interview with the teacher and/or auditions for admission may be required Can be taken for multiple credits.

Advanced Theatre Arts Stagecraft:
Stagecraft is a one-unit elective course for students who have an interest in developing an overall understanding of the aspects of theatre production. Students will develop skills in lighting, sound, set construction, set painting, props, program/poster design, costuming, makeup, and publicity. Prerequisite: Theatre Arts I; an interview with the teacher and/or auditions for admission may be required Can be taken for multiple credits.

Musical Theatre:
Musical Theatre offers students the opportunity to study and perform in this genre. This is a production-based course designed to provide students with opportunities to participate in the varied aspects of a musical theatre production. The course combines practical vocal training including diction and tone quality as well as the development of students as actors by instilling work ethic, time management and the importance of teamwork. Students will study the evolution of musical theatre and develop an appreciation for this uniquely American art form. There is no prerequisite for this class. This class may be repeated. This class does not satisfy the prerequisite for Musical Theatre II (see Theater section below).

Music

Concert Choir (Vocal Music I):
Vocal Music I is for beginning choral students who wish to study and perform a wide variety of sacred and secular choral literature of easy to medium difficulty in a variety of styles. Emphasis is placed on vocal production and basic choral techniques, intonation, phrasing, sight-reading and ear training, general musicianship skills, understanding and attitudes and the responsibility of individuals to the group. *Performances and after-school rehearsals are required. There is no prerequisite for this class. This class may be repeated.*

Advanced Mixed Chorus (Vocal Music II):

Vocal Music II is for students who wish to study and perform a wide variety of medium to difficult sacred and secular choral literature in a variety of styles and historical periods. Emphasis will be placed on an advanced degree of musicianship and increased performance skills individually and in ensemble. The mixed chorus is for students who elect and are selected by audition to be in the group. *Performances and after-school rehearsals are required. There is no prerequisite for this class, but previous choral experience would be beneficial. This class may be repeated.*

Choral Ensemble (Vocal Music III):

Choral Ensemble consists of students with previous choral experience selected by audition. The nature of the group may vary according to the discretion of the director and the needs of the school music program. Examples are Chamber Choir, Madrigal Singers, Pop Ensemble, and Show Choir. Emphasis is placed on an advanced degree of musicianship, increased harmonic and rhythmic reading skills, and increased performance skills. Opportunities are provided for performance in school and community. Enrollment is by audition only. *This class may be repeated. Performances and after-school rehearsals are required. Choreography and/or costumes may be required by the teacher for some ensembles.*

Marching Band:

Band provides students with the opportunity of continuing the study and performance of music emphasizing traditional band literature and selected orchestral transcriptions. The course focuses on the study of the elements of music and the development of individual and group performance skills. Individual practice, after school practice and rehearsal sessions, and performances are required. Performance opportunities include marching band, concert band, invitational and audition clinics, festivals, and contests.

- Winds
- Brass
- Percussion

Prerequisite is successful completion of Beginning Band, 8th grade Advanced Band, 8th grade Advanced Orchestra, or other relevant experience and music teacher recommendation. This class may be repeated.

Instrument Ensemble:

Instrument Ensemble provides students with the opportunity to continue the study and performance of music literature relative to a specific ensemble, such as Jazz, Percussion, Brass, or Woodwind. The course focuses on advanced individual and group performance skills relative to the selected medium. Individual practice, after-school practice and rehearsal sessions, and performances are required.

- Wind
- Percussion

Prerequisite is music teacher recommendation. This class may be repeated.

Symphonic Band:

The Concert Band, Symphonic Band, and Wind Ensemble are musical groups concentrating their skills on musical performance for advanced woodwind, brass, and percussion performance. These bands play a variety of styles and types of music selected from the standard high school band repertoire. The goal is to develop proficiency on a chosen instrument through rehearsals, lessons, and various

performances. These bands will have several performance opportunities throughout the semester. Through these classes the students will improve instrumental skills, elevate performance skills as well as develop an understanding of the performance process. *Prerequisite is successful completion of Beginning Band, Band, 8th grade Advanced Band, 8th grade Advanced Orchestra, or other relevant experience and music teacher recommendation. This class may be repeated. Rehearsals and performances during the school day, before and after the regular school day, as well as on non-school days, may be required.*

Color Guard:

AP Music Theory:
This course "is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design" (AP Music Theory Course Overview). *Prerequisite is music teacher recommendation. While students may retake the AP examination, this class may not be repeated.*

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

Guitar:

Orchestra:
Beginning Orchestra is designed to give students the opportunity to learn to play one of the following string instruments: Violin, Viola, Cello, or Bass. Students will be exposed to the four (4) string instruments listed above and through teacher guidance will be allowed to learn the instrument of their choice or the instrument for which the student is best suited. Students will learn the basic elements of music as well as the proper way to play their musical instrument. *There is no prerequisite for this class. This class may be repeated.*

Orchestra Ensemble:
Orchestra provides students with the opportunity to continue the study and performance of music emphasizing styles from several historical periods. The course focuses on the study of the elements of music and the development of performance skills for individuals and ensembles. Individual practice, after-school practice and rehearsal sessions, and performances are required. Performance opportunities include string orchestra, full orchestra, invitational and audition clinics, festivals, and contests. *Prerequisite is successful completion of Beginning Orchestra or other relevant experience and music teacher recommendation. This class may be repeated.*

History of Rock and Roll:

Music History courses may be survey-based. Students will examine and respond to the historical, cultural, and societal aspects of music-making. *There is no prerequisite for this class. This class may not be repeated.*

Mathematics

<table>
<tr><th colspan="7">Hardin Valley Academy Mathematics
High School Progression</th></tr>
<tr><th>8th Grade</th><th colspan="2">9th Grade</th><th colspan="2">10th Grade</th><th>11th Grade</th><th colspan="2">12th Grade</th></tr>
<tr><td rowspan="2">Honors Algebra I</td><td colspan="2">Honors Geometry</td><td colspan="2">Honors Algebra II</td><td rowspan="2">SWDC Pre-Calculus, AP Pre-Calculus, AP Statistics</td><td rowspan="2">AP Calculus AB (Fall)</td><td rowspan="2">AP Calculus BC (Spring)</td></tr>
<tr><td colspan="2">Honors Algebra I</td><td>Honors Geometry (Fall)</td><td>Honors Algebra II (Spring)</td></tr>
<tr><td colspan="8"></td></tr>
<tr><td rowspan="4">Pre-Algebra</td><td colspan="2" rowspan="3">Honors Algebra I</td><td>Honors Geometry (Fall)</td><td>Honors Algebra II (Spring)</td><td>SWDC Pre-Calculus, AP Pre-Calculus, or AP Statistics</td><td>AP Calculus AB (Fall)</td><td>AP Calculus BC (Spring)</td></tr>
<tr><td colspan="2">Geometry</td><td>Algebra II</td><td>SWDC Pre-Calculus</td><td>SWDC Statistics</td></tr>
<tr><td colspan="2">Algebra I</td><td colspan="2">Geometry</td><td>Algebra II</td><td colspan="2">SWDC Pre-Calculus, AP Pre-Calculus, SAILS Statistics, SWDC Statistics, Mathematical Reasoning for Decision Making, Computer Science, or Dual Enrollment Math</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td>Algebra IA (Fall)</td><td>Algebra IB (Spring)</td><td colspan="2">Geometry</td><td>Algebra II</td><td colspan="2">SAILS Statistics, SWDC Statistics, Mathematical Reasoning for Decision Making, Computer Science, or Dual Enrollment Math</td></tr>
</table>

Algebra IA and Algebra IB:

Algebra IA is the first term of a two-term sequence in the study of Algebra I and is designed for students in the 9th grade who enter high school not ready to start a one term Algebra 1 course. Time during this semester-long course is spent integrating pre-algebra and introductory algebra skills. Students will receive an elective mathematics credit for successfully completing Algebra IA.
Algebra IB is the second course of the required two-term sequence. The combination of Algebra IA and Algebra IB will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. More time is devoted to skill development than is possible in the one term Algebra 1 class. Students who successfully complete Algebra IA and Algebra IB will receive credit for Algebra I.

Algebra I:

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

Honors Algebra I:

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

Algebra IA (Year-long):

Algebra IA YL is the first part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This completion of this course will count as one math credit required for a regular diploma. This course is generally scheduled in conjunction with Math Lab IA Year-Long (intervention).

Algebra IB (Year-long):

This course is part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. Completion of this course, along with the state EOC assessment, completes the Algebra I requirement and will count as the Algebra credit required for a regular diploma. This course is generally scheduled in conjunction with Math Lab IB Year-Long (intervention).

Geometry A and Geometry B:

Geometry A and Geometry B is a required two-term sequence designed for students who complete Algebra 1 and are not ready to start a one term Geometry course. More time is devoted to skill development than is possible in the one-term Geometry class. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term, Geometry A, is an elective credit and time is spent integrating Algebra 1

and introductory Geometry skills. The second term, Geometry B, continues focusing on Geometry skills. Successful completion of Geometry B will satisfy the geometry graduation requirement.

Geometry A (Year-long):
Year-long Geometry A is the first part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course will count as one math credit required for a regular diploma.

Geometry B (may be Semester or Year-long):
Geometry B (YL) is the second part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course, along with the state EOC assessment completes the Geometry requirement and will count as the Geometry credit required for a regular diploma.

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

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

Algebra 2A and Algebra 2B:
Algebra 2A, the first term of the required two-term sequence and Algebra 2B, the second term of the sequence, are designed for students who complete Geometry and are not ready to start a one term Algebra 2 course. More time is devoted to skill development than is possible in the one-term Algebra 2 class. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term is an elective mathematics credit and time is spent integrating Algebra I and introductory Algebra 2 skills. The second term focuses on continuing and completing the Algebra 2 standards. Successful completion of Algebra 2B results in the Algebra 2 graduation credit.

Algebra 2:
Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions in Algebra 2. Students work closely with the expressions that define the functions and continue to expand and hone their

abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Satisfactory completion of this course prepares students for entry into a fourth-year math course. Prerequisites: Algebra I and Geometry credit. A grade of "C" or better is recommended.

Honors Algebra 2:

Honors Algebra 2 provides a rigorous preparation for Honors Pre-Calculus. An emphasis is placed on algebraic proof and provides an enriched version of Algebra 2 through the study of additional objectives and topics. Successful completion of this course prepares students for entry into Pre-Calculus or Honors Pre-Calculus or Advanced Placement Statistics. Prerequisites: Algebra 1 and Honors Geometry credit. A grade of "A" or "B" average grades or Departmental Recommendation.

Mathematical Reasoning for Decision Making:

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

SAILS Statistics:

The Tennessee Board of Regents (TBR) is redesigning the SAILS course to align with both the Statewide Dual Credit (SDC) Introduction to Probability and Statistics learning objectives and the Tennessee Board of Regents (TBR) Math Learning Support competencies. A redesigned SAILS Statistics course will increase students' exposure to statistics while eliminating their need for math remediation in college. Students will be able to earn college credit if they pass the challenge exam at the end of the course.

Statewide Dual Credit Introduction to Probability and Statistics:

Statewide dual credit Probability and Statistics course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Probability and Statistics course take the online challenge exam, which is used to assess mastery of the postsecondary level learning objectives. Students who meet or exceed the challenge exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures. Select here to view the Statewide Dual Credit articulation policies for different postsecondary institutions in Tennessee. *Prerequisite: Students must have taken and passed Algebra I, Algebra II, & Geometry OR taken and passed Math I, II, & III..*

Advanced Placement (AP) Statistics:

AP Statistics is non-calculus in its orientation with a major focus on data analysis. Students who study this course will be prepared to take the AP Statistics Exam and seek college credit. This course follows the topics listed in the College Board Advanced Placement course description. Prerequisites: English 2 or Honors English 2 with a grade of "B" or better and Algebra 2 with a grade of "C" or better are recommended, and Departmental Recommendation.

Statewide Dual Credit Introduction to Precalculus:

Statewide dual credit Precalculus course is a college-level course taught at the high-school level by trained high-school teachers. The objectives were developed by Tennessee high school and college faculty in order to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Precalculus course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures. Select here to view the Statewide Dual Credit articulation policies for different postsecondary institutions in Tennessee.
Prerequisite: Students must have taken and passed Algebra I & II OR taken and passed the equivalent Integrated Math.

Advanced Placement (AP) Pre-Calculus:

AP Precalculus will have students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. This course develops the topics essential for success in Calculus. Content includes a study of algebraic, transcendental, and trigonometric functions, as well as their compositions and inverses, vectors, polar graphing, complex numbers, conic sections, and sequences and series. Students who complete this course successfully will have a strong background for a first-year Calculus sequence. Prerequisites: Algebra 1, Geometry, and Algebra 2 with an "A" or "B" average grades recommended.

Advanced Placement (AP) Calculus AB:

AP Calculus AP is devoted mainly to the topics in differential and integral calculus. Students who study this course will be prepared to take the Advanced Placement AB Calculus Exam and seek college credit. The scope of this course follows the topics listed in the College Board Advanced Placement Mathematics Course Description. Prerequisites: Honors Pre-Calculus or Departmental Recommendation.

Advanced Placement (AP) Calculus BC:

AP Calculus BC is an extension of all the topics covered in AP Calculus AB with additional topics. Students who study this course will be prepared to take the Advanced Placement BC Calculus Exam and seek college credit. The scope of this course follows the topics listed in the College Board Advanced Placement Course Description. Prerequisites: AP Calculus AB or Departmental Recommendation.

Advanced Placement (AP) Computer Science:

AP Computer Science emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction. The scope and sequence of this course follows the topics listed in the College Board Advanced Placement course description. Students who study this course will be prepared to take the Advanced Placement Computer Science "A" AP Exam and seek college credit. This course satisfies the State's four-year math requirement for those students who have met the ACT and/or SAT college readiness benchmarks in mathematics. Prerequisite: Math Computer Applications or Departmental Recommendation.

Physical Education/ Drivers Education

Lifetime Wellness and Physical Education

One unit of Lifetime Wellness is required for graduation and is usually taken during a student's 9th grade year.

Students must complete one-half (½) credit in Physical Education. This requirement may be met by substituting a documented and equivalent time of physical activity in marching band, JROTC, cheerleading, interscholastic athletics, school sponsored intramural athletics, and other areas approved by the Supervisor of Physical Education, Health, and Wellness.

The 1/2 credit Physical Education requirement may be satisfied by one of the following: One Physical Education elective course (1 credit) that includes 65 hours of documented physical activity outside of the school day in other school-related areas such as:

- Marching Band;
- JROTC;
- TSSAA approved sports;
- Swim Team
- Cheerleading
- Dance Team
- School-related club/activity approved by the Supervisor of Physical Education, Health, and Wellness.

The 65 hours must be completed during one school/academic year, which includes the summer prior to the beginning of a school year. Upon completion of the 65 hours of physical activity, credit in Activity PE with a grade of 'pass' will be recorded on the student transcript. Documentation of hours is the responsibility of the teacher/coach supervising the activity. Activity Form for 65 Hours

Lifetime Wellness:

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

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

Physical Education 1:

Physical Education1 is an elective course. The goal of Physical Education 1 is to provide a variety of activities through four strands: Health Related Fitness; Individual Sports; Team Sports; and Basic Gymnastic Fundamentals. Each unit within the strand will be designed to teach the basic skills, rules, and strategies necessary to understand and perform a variety of activities.

Advanced Physical Education:

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

Conditioning and Advanced Strength Training:

Conditioning and Advanced Strength Training is an elective course designed to allow students to make gains in conditioning, muscle tone, and strength while emphasizing the importance of making an active healthy lifestyle a lifelong practice. Health and skill related activities such as flexibility, speed, agility, coordination, and power, along with self-discipline and a positive attitude will be the content focus. Proper nutrition will also be examined and emphasized. Physical Education I is not a prerequisite for this course. Can be taken for multiple credits.

Driver Education

Driver Education:

Driver Education is a class available to students who are at least fifteen years of age prior to beginning the course in grades 10-12. The instructional phases consist of classroom, driving range, and on-street driving instruction. The course will be taught as a one-unit course with sufficient instructional contact time with driver education teacher and the inclusion of safety education. Learner’s permits are not required but are highly recommended to allow parents to work with the student to coincide with the drive time that they will receive in class to prepare for the driving test. Suggested class size: 22 students first semester; 22 students second semester.

All students must meet state requirements for attendance and academic progress. (Prerequisite: 15 years of age.)

Driver Education has a $200.00 fee which includes Leasing of vehicles, Liability insurance, and fuel costs.

Science

To satisfy graduation requirements, three (3) credits of science are required. One unit must be Biology; one must be Chemistry or Physics, and one additional lab science course. Physics (Algebra 2 based or above) may count for a fourth year of math. If Physics is used for a fourth year of math, it cannot count as science credit towards graduation. Students who have a qualifying IEP must take Biology and two additional lab sciences. Chemistry or physics is not required of a student who has an IEP but can be taken.

Some eighth students may enter high school with an Honors Physical Science or a Biology credit. These credits do count as credits towards the graduation requirement. These students must take 3 additional sciences credits in high school.
All Honors courses should include a minimum of five of the nine components from the Tennessee Department of Education Framework of Standards for Honors Courses.
The following chart summarizes graduation requirements as well as additional elective lab sciences available at HVA:

Biology	Chemistry or Physics	Third Lab Science for Graduation Credit	Additional Lab Science Electives
Biology I Biology I (Honors)	Chemistry I Chemistry I (Honors)	Agriscience Honors Biology 2 AP Biology Anatomy/Physiology Honors Human Anatomy and Physiology DE Gross Anatomy Physical Science Geology Honors Chemistry 2 AP Chemistry 2 AP Physics C: Electricity and Magnetism AP Physics C: Mechanics AP Physics 1 AP Physics 2 Microbiology Environmental Science AP Environmental Science Honors Organic and Biochemistry Astronomy *Some CTE Course offerings will satisfy the additional lab science.	Marine Ecology

Life Science

Agriscience:
This is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology plays in the twenty-first century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee state standards in Anatomy and Physiology, Biology I, Biology II, Chemistry I, Chemistry II, Environmental Science, Physical Science, Physics, and Physical World Concepts, as well as the National Agriculture, Food, & Natural Resources Career Cluster Content Standards. This course counts as a lab science credit toward graduation requirements.
Credit: 1 - Grade Level 9. Note: Local Dual Credit by assessment opportunity with MTSU

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

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

Honors Biology 2:
Honors Biology 2 takes the standards of Biology 2 to a much deeper level. The course is fast paced and includes time for some enrichment topics. *Prerequisites: Biology 1 and Chemistry 1 and/or Department Recommendation.*

Advanced Placement (AP) Biology:
AP Biology is a first-year college level biology course, which follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Biology curriculum is designed to prepare students to take the College Board AP Biology test given in May of each year. The course has been audited and approved by the College Board. For schools on block scheduling, Biology 2 Honors is intended to be the first semester course that will lead into AP Biology in the spring. This course offers accelerated and in-depth coverage of biology topics in the areas of molecular and cellular biology, genetics and evolution, and organismal and population biology. Some schools may elect to offer AP Biology as a stand-alone, one-semester course. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. *Prerequisites: Biology 1 and Chemistry and Biology 2 (Honors)-based on school requirements.*

Microbiology:
Microbiology examines the role of microbes in everyday life. Major topics covered include microbial cell biology, microbial genetics, microorganism's interactions in the environment, and the interactions and impact of microorganisms with humans. *Prerequisites: Biology 1 and Chemistry 1.*

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

Honors Human Anatomy & Physiology:
Honors Human Anatomy & Physiology takes the standards of Human Anatomy & Physiology to a much deeper level. The course is fast paced and includes time for some enrichment topics. *Prerequisites: Biology 1 is required; Chemistry 1 is recommended and teacher recommendation.*

Advanced Placement (AP) Environmental Science:
AP Environmental Science is a first-year college level environment science course that follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Environmental Science course is designed to prepare students to take the College Board AP Environmental Science test given in May of each year. The course has been audited and approved by the College Board. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. *Prerequisites: Biology 1, Chemistry 1 and teacher recommendation.*

Marine Ecology:
In Marine Ecology, activities are designed to promote higher level thinking skills through inquiry and to simulate marine environmental conditions and research methods. Environmental issues are used to develop critical thinking skills that will equip students to make ethical decisions regarding humans and the marine environment. The course incorporates the use of lab, group and limited field activities, computer technology, and saltwater aquaria. *Prerequisites: Biology 1 and Chemistry 1.*

Physical Sciences

Physical Science:
The primary theme for Physical Science is the study of matter and energy. The course is designed to introduce students to the concepts of forces and motion, chemical and physical properties of matter, the ways in which matter and energy interact, the forms and properties of energy, and other basic concepts in chemistry and physics. Prerequisites: The fundamental level of this course is based upon a

combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits.

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

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

Honors Chemistry 2 and Advanced Placement (AP) Chemistry:
AP Chemistry is a first-year college level chemistry course that follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Chemistry curriculum is designed to prepare students to take the College Board AP Chemistry test given in May of each year. This course has been audited and approved by the College Board. For schools on block scheduling, Honors Chemistry 2 is intended to be the first semester course that will lead into AP Chemistry in the spring. This course offers accelerated and in-depth coverage of chemistry topics in the areas of structure and states of matter, kinetic theory, chemical reactions including kinetics, and the concepts of thermodynamics. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. *Prerequisites: Chemistry 1, Algebra 1 and 2 required; current enrollment in Advanced Math is strongly suggested; Chemistry 2. Or Honors Chemistry 2.*

Honors Organic Biochemistry:
Honors Organic Biochemistry is an introduction to organic chemistry. The course includes nomenclature, structure and reactions, in-depth treatment of biological molecules such as proteins, lipids and numerous metabolic processes such as glycolysis, gluconeogenesis and the central dogma will make up the biochemistry portion of the course. *Prerequisites: Chemistry 1 and Biology 1.*

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

Advanced Placement (AP) Physics 1:
AP Physics 1 is equivalent to a first semester college course in algebra-based physics. This course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and

power; and mechanical waves, fluid mechanics, and sound. It also introduces electric circuits. *Prerequisites: Geometry and currently taking Algebra 2 or equivalent course.*

Advanced Placement (AP) Physics 2:
AP Physics 2 is equivalent to a second semester college course in algebra-based physics. The course covers; thermodynamics: electricity and magnetism; optics; and atomic and nuclear physics. *Prerequisite: AP Physics 1 or comparable introduction course in physics. Students should have taken or be concurrently taking pre-calculus or an equivalent course.*

Advanced Placement (AP) Physics C-EM (Electricity and Magnetism):
AP Physics C-EM is a first-year, calculus-based college level Physics course that has been audited and approved by the College Board's Advanced Placement (AP) Program. This course is equivalent to a semester long calculus-based college course in classical Electricity and Magnetism that includes a strong laboratory component. The Physics C course requires a more advanced knowledge of mathematics than the Physics 1 or 2 course. Topics covered include electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. Students may be required to complete a summer assignment and/ or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. *Prerequisites: Pre-calculus and concurrent enrollment in Calculus, Physics or Honors Physics.*

Advanced Placement (AP) Physics C-M (Mechanics):
AP Physics C-M is a first-year, calculus-based college level Physics course that has been audited and approved by the College Board's Advanced Placement (AP) Program. This course is equivalent to a semester long, calculus-based college course in classical Mechanics that includes a strong laboratory component. The Physics C course requires a more advanced knowledge of mathematics than the Physics 1 or 2 course. Topics covered include the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. *Prerequisites: Pre-calculus and concurrent enrollment in Calculus, Physics or Honors Physics.*

Earth and Space Science

Geology:
Geology explores the origins and the connections between the physical, chemical, and biological processes of the earth system. The student will investigate maps, matter and minerals, the rock cycle, geologic history, oceanography, hydrologic cycle, geologic hazards, and plate tectonics. Geology focuses on the physical aspects of the earth processes and cycles. Tennessee geologic features will also be a part of this study. *Prerequisites: Biology 1 and Chemistry.*

Astronomy:
The goal of Astronomy is to introduce students to the concepts, theories, and laws defining the motions of the planets and the properties of the sun, moon, stars, planets, and other bodies of the heavens. Students will actively observe the day and night skies; make measurements of astronomical

phenomena; create projects and models; and use computers for simulations and research.
Prerequisites: Algebra 1 and Geometry.

Social Studies

To satisfy graduation requirements for Social Studies, students must earn one credit in World History and Geography, one credit in United States History and Geography, one-half credit in United States Government and Civics, and one-half credit in Economics for a total of three credits in Social Studies. One-half credit in Personal Finance remains a graduation requirement. Additionally, successful completion of the Tennessee Civics Assessment (minimum 70%) is required for graduation. Instruction in Honors World History and Geography will substantially exceed the content standards, learning expectations, and social studies practices, as approved by the State Board of Education. Additionally, an honors course shall include a minimum of five of the nine components from the Tennessee Department of Education Framework of Standards for Honors Courses.

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

Honors World History and Geography:
This course description for Honors World History and Geography is the same as the CP World History and Geography course and follows the same state standards and local curriculum but with increased rigor. Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, The Great Depression, The Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary

world. The course is designed to prepare students for Advanced Placement coursework. This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

Advanced Placement (AP) Human Geography:

The purpose of the AP Human Geography course is to introduce students to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.
Prerequisite: Departmental Recommendation.

Advanced Placement (AP) Human Geography, English I Honors Combined:

AP Human Geography Combined is a two-credit course that combines English I Honors and Advanced Placement Human Geography. The purpose of the AP Human Geography course is to introduce students to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. *Prerequisite: Departmental Recommendation.*

United States Government and Civics:

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

Advanced Placement (AP) United States Government and Politics:

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

governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course. *Prerequisite: Departmental Recommendation.*

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

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

Advanced Placement (AP) United States History:

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

Advanced Placement (AP) United States History/ AP Language and Composition Combined:

AP US History Combined is a two-credit course that combines Advanced Placement Language and Composition and Advanced Placement United States History. The English course focuses on developing sophistication and maturity in writing and critically reading and analyzing texts from American literature. The History course provides an in-depth analysis of the development of American history from the pre-Colonial period through the present. It includes a detailed examination of the political, diplomatic, intellectual, cultural, social, and economic history. Because English 3 AP is based on the

survey of American literature, it is an obvious complement to the AP United States History course. *Prerequisite: Departmental Recommendation.*

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

Advanced Placement (AP) Micro-Economics:
The purpose of AP Micro-Economics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. *Prerequisite: Departmental Recommendation.*

Advanced Placement (AP) Macro-Economics:
The purpose of AP Macro-Economics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. *Prerequisite: Departmental Recommendation*.

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

Social Studies Electives

Tennessee History:
Tennessee History is an elective course. Students will examine the history of Tennessee, including the cultural, geographic, economic, and political influences upon that history. Students will discuss Tennessee's indigenous peoples as well as the arrival of Euro-American settlers. Students will analyze and describe the foundation of the state of Tennessee. Students will identify and explain the origins, impact, and aftermath of the Civil War. Students will discuss the rise of a manufacturing economy. Finally, students will examine and discuss the Civil Rights Movement and Tennessee's modern economy and society. This course follows the same organization as Section VI from the Tennessee Blue Book. Additionally, all United States History courses (i.e., 3rd grade, 4th grade, 5th grade, 8th grade, and United States History) can use the course standards to elaborate on Tennessee history.

Statewide Dual Credit Psychology:

Statewide Dual Credit Psychology is a college-level course taught at the high-school level by trained high school teachers. The objectives were developed by Tennessee high school and college faculty to ensure alignment with postsecondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education. All students enrolled in a statewide dual credit Psychology course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the challenge exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution. Challenge exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures. Select here to view the Statewide Dual Credit articulation policies for different postsecondary institutions in Tennessee. *Prerequisite: English I and be a 10th, 11th, or 12th grade student*

Advanced Placement (AP) Psychology:

AP Psychology is a one credit, semester-long course (equivalent to 90 days of instruction) and is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. *Prerequisite: Departmental Recommendation.*

Advanced Placement (AP) Psychology/ AP Seminar Combined

AP Psychology/ AP Seminar Combined is a two-credit course that combines Advanced Placement Psychology and Advanced Placement Psychology. AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. *Prerequisite: Departmental Recommendation.*

African American History:

African American History is an elective course. In African American History, students will examine the life and contributions of African Americans from the early 1600s through the contemporary United States. Students will explore the influence of geography on slavery and the growth of slavery in the U.S. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise of Jim Crow and the subsequent effects of the laws and trace the impact of African American migration through the early 20th century. Students will explore the impact of the Harlem Renaissance as well as the contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans. This course and its standards are written in accordance with T.C.A. § 49-6-1006.

Bible:

Bible is a one-credit elective course. This course is a survey of the Bible with emphasis upon its historical, literary, geographical, artistic, and cultural aspects. This course offers insights into the many historical events recorded in the Bible. It treats the Bible as a great literary work as well as a primary

source of allusions found in countless works of literature, art, and music. The first half focuses primarily on the Old Testament and the second half on the New Testament.

Film Studies:

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

World Languages

Students should progress through world language courses in sequence. Students must complete each level with a passing grade before enrolling in the next level. Each course offers one unit of credit. Two (2) sequential units of the same world language satisfy the requirement for graduation. Completion of two (2) sequential units of the same world language for high school credit meets the requirement for admission to most university programs; however, language study beyond the basic requirement will better prepare students for entry into a university program. In addition, approximately half of new job postings request applicants possess biliteracy skills. Therefore, the World Language department highly recommends any student planning to enter a career or attend a four-year college or university continue world language study through level 3 and beyond. For this reason, students should begin World Language in grade 9, or earlier, when possible. Students who enroll in upper level and advanced academic world language courses are encouraged to apply for the Volunteer State Seal of Biliteracy (VSSB) during their senior year.

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

Alphabetic Modern Languages

Level 1: French, German, Spanish:

Level 1 Modern Languages are recommended for students in the ninth grade. Students who successfully completed a Level 1 for high school credit course in 8th grade should enroll in Level 2 of the same language in 9th grade. The goal for Level 1 students is to perform at the Novice High proficiency level across the three modes of communication. Level 1 students demonstrate cultural and intercultural competency in the Novice range. Students must earn two sequential credits in the same language to meet graduation requirements.

Level 1 Honors: French, German, Spanish:
Students enrolled in a Level 1 Honors class perform at the Intermediate Low proficiency level. Enrolling in a Level 1 Honors world language class is the first step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. Students who successfully completed a Level 1 Honors for high school credit course in 8th grade should enroll in Level 2 Honors of the same language in 9th grade. Students must earn two sequential credits in the same language to meet graduation requirements. *Prerequisite: Teacher recommendation.*

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

Level 2 Honors: French, German, Spanish:
In addition to the Level 2 requirements, the goal for students enrolled in a Level 2 Honors class is to perform at the Intermediate Mid proficiency level. Enrolling in a Level 2 Honors world language class is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. *Prerequisite: Successful completion of Level 1 Honors of the same language, or successful completion of Level 1 of the same language and teacher recommendation.*

Level 3: French, German, Spanish:
Level 3 world language is recommended for any student planning to enter a career or attend a four-year college or university. The goal for Level 3 students is to perform at the beginning stages of the Intermediate Mid proficiency level across the three modes of communication and demonstrate cultural and intercultural competency in the Intermediate range. *Prerequisite: Successful completion of Level 2 of the same language.*

Level 3 Honors: French, German, Spanish:
The Level 3 Honors program is highly recommended for students who intend to apply for the Seal of Biliteracy and/or enroll in advanced academic world language courses. In addition to Level 3 requirements, the goal for Level 3 Honors students is to perform at the Intermediate High proficiency level. Enrolling in a Level 3 Honors world language class is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. *Prerequisite: Teacher recommendation. Prerequisite: Successful completion of Level 2 Honors of the same language, or successful completion of Level 2 and teacher recommendation.*

Level 4 Honors: French, German, Spanish:
Level 4 Honors is highly recommended for students who intend to apply for the Seal of Biliteracy and/or enroll in advanced academic world language courses. The goal for students enrolled in a Level 4 Honors class is to perform at the Advanced Low proficiency level. Students will demonstrate Advanced range cultural and intercultural competencies. Enrolling in a Level 4 Honors world language class is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. *Prerequisite: Successful completion of Level 3 Honors of the same language, or successful completion of Level 3 and teacher recommendation.*

Advanced Placement (AP): French, German, Spanish:
AP world language is recommended for students who demonstrate a minimum of Advanced Low proficiency in an alphabetic modern language and for students who intend to apply for the Honors Seal of Biliteracy. This course is for students who are motivated to intensely study the language in preparation for the Advanced Placement examination. This course should not be taught in combination with any other world language course. *Prerequisite: Successful completion of Level 4 Honors or teacher recommendation.*

Heritage Spanish 1:
Students eligible for Heritage Spanish 1 may not be able to fully express their ideas either orally or in writing. This course lays the foundation for literacy in the student's heritage language. Heritage Spanish 1 follows the proficiency standards for Spanish 1 with additional emphasis on the cultural values of diverse Hispanic/Latinx communities. Students develop cultural and intercultural competencies and explore the complexities of identity in various cultural contexts. Upon successful completion of the class, students may progress to Heritage Spanish 2, Spanish 2, or Spanish 2 Honors.

Heritage Spanish 2:
Heritage Spanish 2 follows the proficiency standards for Spanish 2 with additional emphasis on literacy across disciplines. Students continue developing cultural and intercultural competencies and exploring the nuances of identity in various cultural contexts. Upon successful completion of the class, students may progress to Spanish 3, or Honors Spanish 3. *Prerequisites: successful completion of Heritage Spanish 1 or demonstration of the appropriate proficiency through an acceptable language proficiency assessment including teacher recommendation.*

Logographic Modern Languages

Chinese 1 Honors:
In addition to Level 1 requirements, more emphasis is placed on character recognition and spontaneous responses rather than prepared responses in Chinese 1. Enrolling in a Level 1 Honors world language class is the first step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. Students must earn two sequential credits in the same language to meet graduation requirements. *Prerequisite: Teacher recommendation.*

Chinese 2 Honors:
The goal for students in Chinese 2 Honors is to perform at the Novice High proficiency in the three modes of communication. Students will demonstrate cultural and intercultural competency in the Novice range. Emphasis is placed on character recognition and spontaneous responses rather than prepared responses. Enrolling in a Level 2 Honors world language class is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. *Prerequisite: Successful completion of Level 1 Honors, or successful completion of Level 1 and teacher recommendation.*

Chinese 3 Honors:
Honors Chinese 3 is highly recommended for students who intend to apply for the Seal of Biliteracy and/or enroll in advanced academic world language courses. In addition to Level 3 requirements, students enrolled in a Level 3 Honors class perform at the Intermediate Mid proficiency level. Enrolling

in a Level 3 Honors world language class is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. *Prerequisite: Successful completion of Level 2 Honors and teacher recommendation.*

Chinese 4 Honors:

Honors Chinese 4 is highly recommended for students who intend to apply for the Seal of Biliteracy and/or enroll in advanced academic world language courses. The goal for students enrolled in a Level 4 Honors class is to perform at the Intermediate High proficiency level in communication. Students will demonstrate Advanced range proficiency in cultural and intercultural competencies. Enrolling in a Level 4 Honors world language class is a step toward future success in upper-level courses and the pursuit of the Seal of Biliteracy. *Prerequisite: Successful completion of Level 3 Honors and teacher recommendation.*

Advanced Placement (AP) Chinese:

AP Chinese is recommended for students who demonstrate a minimum of Intermediate High proficiency in the language, and for students who intend to apply for the Honors Seal of Biliteracy. This course is for students who are motivated to intensely study the language in preparation for the Advanced Placement examination. This course should not be taught in combination with any other course. *Prerequisite: Successful completion of Level 4 Honors and Teacher recommendation.*

World Language for Speakers of Languages other than English

Pursuant to State Board of Education Rule 0520-1-3-05 (6)(a)3. Foreign Language:
Procedure for documenting the World Language graduation requirement for students who are speakers of languages other than English is as follows:

Students with secondary transcripts showing coursework in their native language may have those language course credits transferred to their Knox County high school transcript regardless of the native language. For example, a student from China with a secondary transcript showing two years of coursework in Chinese (their native language), may have those two years of Chinese transferred to their Knox County high school transcript and meet the requirements for foreign language.

Students with secondary transcripts indicating only one year of coursework in their native language may have one year of credit in that language transferred to their Knox County high school transcript. The second year of foreign language can be documented "Proficient" on the transcript, either by a qualified examiner or by a KCS Knox County teacher, depending on whether the language is offered by Knox County (see below).

Procedure for determining placement of speakers of other languages in WL classes:

- WL teacher(s) conducts initial interview to determine appropriate Level EOC to administer to the student.
- The student takes the appropriate level EOC Integrated Performance Assessment. (This will usually be the Level 1 EOC.)

• If the student reaches the minimum level of proficiency required by the standard across all three modes of communication, the student receives “P” for Proficient on transcript for the tested course level(s); no credit is awarded.
• Teacher obtains a Speaking sample and a Writing Sample from the student.
• Student placement in a WL course will be determined by the WL teacher(s) of the tested language based on the EOC score, the Speaking and Writing Sample, and the initial interview.

***For students with language credits on a transfer transcript, please refer to the *Procedure For Documenting the Foreign Language Graduation Requirement for Students Who Are Native Speakers of Languages Other Than English* above.**

For students whose home language is a language credit that is NOT offered by Knox County (or if it is offered in Knox County, but not at the school in which the student enrolls):

Students may receive world language credits and thus meet the graduation requirement in any of the following ways:
• Have two language credits on their transcript:
• Take two credits of a language other than their home language or English in high school.
• Be assessed by a qualified examiner for intermediate level proficiency across all modes of communication in a language. The examiner must complete the Knox County form for Documenting Proficiency. Any level that a student places out of will be entered on the transcript as "Proficient", however NO credit will be given, and it will not be included in the grade point average. All costs involved with the test are the student’s responsibility.

For students whose native language IS offered by Knox County, please follow the steps below:
• Counselor will coordinate with the World Language teacher who will determine the student’s proficiency level;
• The World Language teacher will administer the EOC Integrated Performance Assessment which also assesses the student’s written and oral production in the language. The teacher will determine the student’s proficiency compared to the second-year proficiency expectations.
• After the administration of the EOC, the World Language teacher will return the test to the testing coordinator/designee and share the results with the counselor. The teacher should fill out the KCS form for “Documenting Proficiency ” and give it along with the EOC to the counselor. These forms are to be placed in the student's CR;
• Any level that a student places out of will be entered onto the transcript as “Proficient” by the counselor/registrar. No credit will be given for the course(s) and it will not be included in the grade point average. Example for transcript: “Proficient through the 3rd level of Spanish.”

Any student proficient in a language other than English may fulfill the world language requirement by demonstrating proficiency equivalent to level 2 requirements in the language. If the language is offered by Knox County Schools, the student will be required to pass a corresponding EOC Integrated Performance Assessment, which tests proficiency in the three modes of communication, for the level which the student is challenging. If the student is proficient in a language that is not offered by KCS, it is the responsibility of the parent or guardian to arrange (and pay) for the student to pass a proficiency exam by a reputable world language provider or translation service. Students who demonstrate a

minimum equivalency of level 2 proficiency in the assessed language will fulfill the graduation requirement; however, credit is not earned. No credit is awarded for proficiency testing.

Global Electives

ACTS:
Service Learning

Peer Tutoring:
This course is designed for students who desire to give academic and social support to fellow students with a disability. Students may earn multiple elective credits in this course. Application with teacher recommendation and approval from school counselor and administrator is required.

- Peer Tutoring A with CDC
- Advanced Peer Tutoring A with CDC
- Peer Tutoring B with Special Education
- Advanced Peer Tutoring B with Special Education
- Advanced Peer Tutoring C with English Language Learners

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

Accounting I (NIC):
Accounting I is an essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skill sets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. In this course, proficient accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work, such as the GAAP (generally accepted accounting procedures) standards. Upon completion of this course, proficient students will be prepared to apply their accounting skills in more advanced Business and Finance courses and ultimately pursue postsecondary training.
Prerequisite: Introduction to Business and Marketing. Credit:1 - Grade Level 10 – 11

Early Childhood Education Careers (ECEC) I (NIC) (at Karns/ Byington):
ECEC I is a foundational course in the Education and Training career cluster intended to prepare students for careers as childcare providers, nannies, preschool teachers, and more. Course content covers the foundation of childhood development services, careers, provider responsibilities and aptitudes, and

fundamentals of child development. Upon completion of this course, students will have created artifacts for inclusion in a course portfolio, which will continue with them throughout the program of study. Standards in this course are aligned
with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. *Credit: 1 – Grade Level 9*

Early Childhood Education Careers (ECEC) II (NIC) (at Karns/ Byington):

ECEC II is an intermediate course for students interested in learning more about becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of curriculum planning, learning, screening, and assessing, special populations, and educational technology. Students will observe educators in action, practice specific skills, and add personal work products to a course portfolio. Upon completion of this course, proficient students will be able to pursue more advanced coursework in the ECEC program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Prerequisite(s): Early Childhood Education Careers I. *Credit: 1 - Grade Level 10*

Early Childhood Education Careers (ECEC) III (at Karns/ Byington):

An applied-knowledge course for students interested in becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of the learning environment, planning age-appropriate activities, using activities for learning, and developing communication skills. If available, students may participate in a work-based learning component of instruction and add work products to a course portfolio. Upon completion of this course, proficient students will be prepared to participate in the capstone *ECEC IV* course and/or continue their studies at the postsecondary level. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Prerequisite(s): Early Childhood Education Careers II. *Credit: 1 - Grade Level 11*

Early Childhood Education Careers (ECEC) IV (at Karns/ Byington):

ECEC IV is a capstone course for students who intend to pursue advanced training as an early childhood teacher, nanny, or childcare provider. The course standards cover understanding of the components of professionalism, policies, regulations, and teaching and learning. Students will participate in a work-based learning component of instruction and add work products to a course portfolio. Upon completion of this course, proficient students will be prepared to continue their studies at the postsecondary level. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards for Psychology and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition. Prerequisite(s): Early Childhood Education Careers III. *Credit: 1 - Grade Level 12*

Agriscience (at Karns/ Byington):

Agriscience is the Level 1 Course for all programs of study within the Agriculture, Food, & Natural Resources Career Cluster. (Other courses available in the Advanced Manufacturing cluster follow this description.) This is an introductory laboratory science course that prepares students for biology,

subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology plays in the twenty-first century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee state standards in Anatomy and Physiology, Biology I, Biology II, Chemistry I, Chemistry II, Environmental Science, Physical Science, Physics, and Physical World Concepts, as well as the National Agriculture, Food, & Natural Resources Career Cluster Content Standards. This course counts as a lab science credit toward graduation requirements. *Credit: 1 - Grade Level 9*

Small Animal Science Technologies (at Karns/ Byington):
Small Animal Science is an intermediate course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of small animals, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for more advanced coursework in veterinary and animal science. Prerequisite(s) Agriscience. *Credit: 1 - Grade Level 10*

Freshman Seminar

The Freshman Seminar course is a transition course for ninth grade students to prepare them for success in the Knox County High Schools. By design, the course provides new high school students with an orientation experience where they learn more about their interests and aptitudes; learn important study, life, and professional skills; and develop their knowledge about postsecondary pathways for college and careers. A portion of the course is customized around the career pathways students can access in high school. Through a blended learning experience, students will explore careers and gain a better understanding about them. They will also learn about the courses in the pathway that lead to the different careers. Freshman Seminar allows students dedicated time to focus on their future, understand what it takes to be successful in high school, post-secondary education, and in the workforce.

Computer Science Graduation Requirement for Class of 2028 and Beyond

Computer Science:
This high school course is an introduction to the basics of the Python programming language with an emphasis on artificial intelligence applications and data analysis. It is a comprehensive class which introduces the concepts of algorithmic thinking. Students will learn best practices in programming while completing a variety of exercises, assessments, and projects. This course meets the high school computer science requirement.