

2023-2024 Course Catalog

Westmoreland High School



Code Red Registration
July 25 & July 27, 2023

Information

Westmoreland High School
4300 Dewayne Oldham Blvd
Westmoreland, TN 37186
Website: whs.sumnerschools.org
Facebook: @WestmorelandHS
Phone: (615) 644-2280

WESTMORELAND HIGH SCHOOL
4300 Dewayne Oldham Blvd
PO Box 119
Westmoreland, TN 37186

REGISTRATION INFORMATION
2023-2024

Dear Parents and Students:

Someone once said, "Those who fail to plan can plan to fail".

This Program of Studies booklet is a planning tool prepared by the Administration of Westmoreland High School and provided for our students' and parents' use in developing the student's four-year plan and annual course of study. Although the student's school counselor will be the primary support and source of information in this process, faculty and staff will assist in the development of the four-year plan and selection of courses.

I cannot stress strongly enough the need to give serious consideration to choosing courses that will help the student meet his/her goals. Our desire is that every student entering Westmoreland High School graduate and upon graduating, be prepared to choose whatever path (four-year college, community college, military, work, etc.) they desire to take. In order for this to occur, students must plan ahead and remain focused and committed to their goals.

If you have any questions or if I can be of assistance in any way, do not hesitate to call 615-644-2280. We look forward to working with you in providing the very best in educational opportunities for every student.

Sincerely yours,

Rick Duffer

Rick Duffer
Principal

SUMNER COUNTY BOARD OF EDUCATION

695 EAST MAIN STREET
GALLATIN, TN 37066
451-5200

Director of Schools	Dr. Del Phillips
Assistant Director of Instruction	Scott Langford
Chief Financial Officer	Amanda Prichard Brown
Supervisor of CTE and STEM	Chase Moore
Assistant Director for Human Resources	Craig Ott
Assistant Director of Transportation	Andrew Grasty
Assistant Director of Facilities	Andrew Brown
Instructional Coordinators for High Schools	Stephanie Miller
.....	Stacey Cornette
Supervisor of Leadership and Coaching	Kyle Craighead
Assistant Director for Pupil Services	Norma Dam
School Counseling Coordinator	Bobbie Caine

BOARD MEMBERS

Mr. Andy Daniels, Chairman
Ms. Sarah Andrews
Mr. Allen Lancaster
Mr. Tim Brewer
Mr. Andy Lacy
Mr. Steven King
Mr. Glen Gregory
Ms. Betsy Hawkins
Ms. Tammy Hayes
Mr. Ted Wise
TBD

WESTMORELAND HIGH SCHOOL ADMINISTRATION

Principal Rick Duffer

Assistant Principals John Creasy

..... Dr. Pamela Harrison

Curriculum Coordinator Tabitha Pardue

Lead Educator Kim Johnson

SCHOOL COUNSELING AND GUIDANCE

A-K Tabitha Pardue

L-Z Jamie Wallace

DEPARTMENTAL CHAIRPERSONS Executive Committee

Fine Arts Shannon Brown

Health & Physical Education Ryan Harris

Language Arts Kathleen Huntsberry

Mathematics Lisa Birchfield

Science Lanita Copas

Social Studies Will Troutt

Special Education Lanita Copas

Agriculture Morgan Garrison

Business & Office Education Anita Bradley

Industrial Arts Education Kevin Anderson

Teaching as a Profession Shannon Brown

Librarian Glenda Akin

ACCREDITATION: Westmoreland High School is accredited by the Tennessee Department of Education and by the Southern Association of Colleges and Schools.

GRADUATION REQUIREMENTS

As established by the Tennessee State Board of Education and the Sumner County Board of Education and with regard to graduation requirements, a diploma will be awarded as described below:

Graduation Requirements

(a) High School Diploma, Special Education Diploma, Occupational Diploma, Alternate Academic Diploma

1. A **high school diploma** will be awarded to students who: (1) earn the prescribed credit minimum, (2) complete the ACT or SAT if enrolled in a Tennessee public school during their eleventh (11th) grade year, (3) meet the civics requirements, and (4) have a satisfactory record of attendance and discipline. Schools will minimize tracking of students by ability, eliminate central classes taught below the college preparation level and provide all students a challenging course of study. Students with disabilities will be included in regular classes to the maximum extent possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed credit minimum.
2. A **special education diploma** may be awarded at the end of their fourth (4th) year of high school to students with disabilities who have (1) not met the requirements for a regular high school diploma, (2) received special education services or supports and made satisfactory progress on an individualized education program (IEP), and (3) have satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.
3. An **occupational diploma** may be awarded to students with disabilities at the end of their fourth (4th) year of high school who have (1) not met the requirements for a regular high school diploma, (2) received special education services or supports and made satisfactory progress on an IEP, (3) have satisfactory records of attendance and conduct, (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education, and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain an occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.
4. An **alternate academic diploma** may be awarded to students with the most significant cognitive disabilities at the end of their fourth (4th) year of high school who have (1) participated in the high school alternate assessments, (2) earned the prescribed twenty-two (22) credit minimum, (3) received special education services or supports and made satisfactory progress on an IEP, (4) have satisfactory records of attendance and conduct, and (5) have completed a transition assessment(s) that measures, at a minimum, postsecondary education and training, employment, independent living, and community involvement. The required credits may be earned either through the state-approved standards or through alternate academic diploma course requirements defined by the Department of Education. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until the student receives a regular high school diploma or through the school year in which the student turns twenty-two (22).

(b) High School Diploma

Students must complete the following 26 credits to graduate from a Sumner County High School:

English	4
Mathematics	4
Science	3
Social Studies	3
Wellness	1
Physical Education	0.5
Personal Finance	0.5
Foreign Language	2
Fine Arts	1

Elective Focus	3
Additional Sumner County Electives	4
Total	26

Graduation Requirement Specifications

Students who complete any of the required courses prior to the ninth (9th) grade will have the course documented on the high school transcript and will count toward the required 26 credits; however, it will not be included in the Grade Point Average (GPA) calculation. Students are still required to take an English and or Mathematics course each year of high school.

English

Students must complete four (4) credits of English, including English I, English II, English III, and English IV.

Mathematics

Students must complete four (4) credits in Mathematics including Algebra I, Geometry, and Algebra II; and one (1) additional mathematics course beyond Algebra II. All students must be enrolled in a mathematics course each school year.

*Students with qualifying disabilities as documented in the Individualized Education Program shall be required to achieve at least Algebra IA, Algebra IB, Geometry A, and Geometry B. The four required credits in mathematics will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

Science

Students must complete three (3) credits in Science including Biology I, Chemistry or Physics, and a third (3rd) laboratory science. *Students with qualifying disabilities as documented in the Individualized Education Program shall be required to achieve at least Biology I and two (2) other lab science credits or Biology 1A and Biology 1B along with one additional lab credit. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

Social Studies

Students must complete three (3) credits in Social Studies including United States History & Geography, World History & Geography, Economics, and U.S. Government & Civics.

Wellness

Students must complete one (1) credit in Wellness. The wellness course will integrate concepts from health, physical fitness, and wellness and may be taught by a team of teachers from one (1) or more teaching areas, including health, physical education, family and nutrition sciences, and health sciences education. Participation in marching band and interscholastic athletics may not be substituted for this aspect of the graduation requirements.

Physical Education

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

Personal Finance

Students must complete one-half (½) credit in Personal Finance. Three (3) years of JROTC may be substituted for one-half credit of Personal Finance if the JROTC instructor attends the Personal Finance training.

Foreign Language

Students must complete two (2) credits of the same Foreign Language. The credit requirement for foreign language may be waived by the local school district for students, under certain circumstances, to expand and enhance the previously established elective focus.

Fine Arts

Students must complete one (1) credit in Fine Arts. The credit requirement for fine arts may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus with courses that complement or supplement the student's identified elective focus.

Elective Focus

Students must complete three (3) credits in an elective focus. All students will pursue a focused program of study designed to prepare them for the workforce and postsecondary study. The intent of the elective focus is to provide students with an

opportunity to explore a particular academic area in greater depth. The elective focus may be CTE, Science and Math, Humanities, Fine Arts, AP, or other areas approved by the local board of education. Students completing a CTE elective focus must complete three (3) credits in the same CTE career cluster or state-approved program of study.

Sumner County Additional Electives Requirement

Students must complete four (4) additional elective credits. This is in addition to TDOE graduation requirements (22 credits). The four additional electives are not required to align with the selected elective focus.

Eleventh Grade Assessment: To receive a regular high school diploma, all students enrolled in a TN public school during their 11th grade year must take the ACT.

United States Civics Test: All high school students shall pass a United States Civics Test.

Computer Education

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

Project-based Civics Assessment

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

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

End of Course Examinations

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

1. The state will report scores for schools and school systems for academic achievement and academic gain.
2. Students will take the examinations in the semester they complete the relevant course work or at the earliest available test administration.
3. Only students who are enrolled in a course with an associated End of Course examination shall take the End of Course examination. Students enrolled in a substituting course without an End of Course examination explicitly tied to the State Board of Education approved content standards of that course shall not take an End of Course examination. This exemption applies to all substituting courses, including, but not limited to Advanced Placement, local and statewide dual enrollment, and local and statewide dual credit courses.
4. Students enrolled in courses with End of Course examinations may not withdraw from such courses for the remainder of the course after being enrolled in the course for at least twenty-five percent (25%) of the instructional days in the course.
5. Students will not be required to pass anyone (1) examination, but instead students must achieve a passing score for the course in accordance with the State Board of Education's Uniform Grading Policy [3.301].
6. Students with disabilities shall be provided accommodation in accordance with their IEP or 504 plan. English Learner proficiency level shall also be considered when determining if accommodations are needed. Needed accommodation and support shall be reviewed at least annually.
7. The IEP team must determine if a student with a disability should participate in the general assessment with or without accommodation or in the alternate assessment. To participate in an alternate assessment, the IEP team shall determine that alternate assessment is more appropriate than the general assessment and that the student meets all three of the following eligibility requirements:
 - a. The student has a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications;
 - b. The student is learning content linked to and derived from the Tennessee Academic Standards as indicated in the Alternate Academic Standards; and
 - c. The student requires substantial modifications, adaptations, or support to meaningfully access the subject area content and requires intensive individualized instruction to acquire and generalize knowledge.
8. The IEP team shall rule out that the inability to achieve the state grade level achievement expectations is the result of excessive or extended absences or social, cultural, or economic differences. Participation in the alternate assessment shall be determined at least annually. A student who meets the eligibility criteria and whose IEP team determines participation in the alternate assessment is appropriate shall be assessed in all four (4) content areas: ELA, math, science, and social studies.
9. Results of individual student performance from all administered End of Course examinations shall be provided in a timely fashion to facilitate the inclusion of these results as part of the student's grade. Each LEA must establish a

local board policy that details the methodology used and the required weighting for incorporating student scores on EOC examinations into final course grades. If an LEA does not receive its students' End of Course examination scores at least five (5) instructional days before the scheduled end of the course, then the LEA may choose not to include its students' End of Course examination scores in the students' final course grade. The weight of the EOC examination on the student's final average shall be determined by the local board of education from a range of no less than fifteen (15%) and no more than twenty-five (25%). Sumner County Board of Education High School Grading Policy reflects the 15% weighted average to end of course grades with EOC data.

OTHER POLICIES

Classification of Students

Students will be classified by credits earned. Entering students will be classified as freshmen. For freshmen to become sophomores, students must earn six (6) credits, twelve (12) credits to be considered a junior, and eighteen (18) credits to be considered a senior.

Schedule Changes

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

- (1) Students register in late fall or early spring for the next academic year's courses.
- (2) Student initiated schedule changes may be requested during the first two days of the term and are subject to approval by the school administration.
- (3) Students enrolled in courses with End of Course examinations may not withdraw from such courses for the remainder of the course after being enrolled in the course for at least 25% of the instructional days in the course. Other schedule changes may be made during the term if extenuating circumstances exist, and the school administration approves the changes.

Honors Course Designation

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

Private School / Home School Statement

A pupil requesting enrollment in a Sumner County high school will be required to meet all enrollment criteria as set forth by the Sumner County Board of Education, including state-required vaccination records (TCA 49-6-3050). Pupils transferring from schools (private or home schools) which are not approved by the State Board of Education shall be allowed credit only when they pass a course-specific comprehensive examination or a state-recognized standardized test with a score of 60% or higher. These examinations and tests are to be administered and graded by the principal or designee.

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

Graduation Ceremony

The Sumner County Board of Education regards a graduation as one of the most important events in a person's life and expects administrators, faculty, and staff to work to provide the proper atmosphere suitable for the occasion. Only students who have met all graduation requirements should be eligible to receive a diploma or certificate of graduation (attendance) or (and) participate in graduation activities. Seniors in academic trouble shall be warned of the possibility of not graduating or participating in graduation exercises according to the SENIOR WARNING PROCEDURES. High School students are expected to participate in graduation activities. They shall wear the traditional cap and gown and other attire as directed by their school's administration. The apparel shall be the personal expense of each student. The school's administration shall work with any student who cannot afford such costs to ensure the student has the proper apparel. A student who has met all graduation requirements and wishes not to participate in graduation shall inform the principal in writing prior to the end of the first semester. The non-participating senior will receive his/her diploma or certificate from the principal's office during the next school day following graduation. The principal shall read the following during the graduation ceremony: By the authority vested in me by the State Board of Education and the Sumner County Board of Education, I have searched, or caused to be searched, the records of each of the seniors whose names I shall publicly announce, and I certify that each of these students has met at least the minimum requirements for graduation from high school.

Repeating a Course

For courses with a maximum of 1 credit, students may only repeat a course if the student did not receive a passing grade on the original attempt. Courses with a credit maximum of more than 1, such as some CTE courses, may be repeated. (Refer to the Course Credit Minimum and Maximum Section of this document for specific details on which courses may be repeated).

Course Placement

Courses will be placed in the student's graduation plan on an age and grade appropriate basis. Doubling of course areas may be discouraged based upon course availability and student graduation plan. EXAMPLE: Students will normally take one English class per school year in either the fall or spring term of the year. Exceptions may be granted by the principal if special circumstances exist.

Credit Recovery

Credit Recovery is a course specific, standards-based extended learning opportunity for students who have previously been unsuccessful in the typical classroom in mastering content or skills required to receive course credit. To be eligible for the Credit Recovery program, a student must have earned a grade of 50-69 in the original course. To recover the credit, a student must demonstrate a minimum mastery in the Credit Recovery course curriculum which is aligned with Tennessee Curriculum Standards approved by the State Board of Education. The Credit Recovery grade will be recorded on the student's transcript as a separate grade and will be calculated into the student's GPA. It will replace the "F" in the original course. The NCAA Clearinghouse will not accept a Credit Recovery course for credit to satisfy college athletic eligibility requirement.

Awarding Credit

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

Grading Scale

Beginning with the 2022-2023, the grading scale is as follows:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

SUMNER COUNTY ACADEMIC RECOGNITION/GPA

4 Tiers of Recognition	Cumulative GPA	Minimum Honors and AP Credits
With highest recognition	3.90	18
With high recognition	3.70	16
With notable recognition	3.50	14
With recognition	3.50	Fewer than 14

With the exception of transfer students, this academic recognition plan includes all credits attempted by students for all terms of the high school career. The GPA is based on a four-point scale with internal weighting only (three points on the final numerical grade for an honors course, four points for dual credit courses, and five points on the final numerical grade for an Advanced Placement course).

1. Rank by number will be assigned only to valedictorian and salutatorian. If there is a GPA tie, the valedictorian will be identified as the student having the highest GPA coupled with the largest number of credits at the honors and AP levels. For purposes of ranking valedictorian and salutatorian, only classes in a student's schedule, (not to exceed nine credits annually) will count in the number of honors and AP credits. Therefore, any virtual class taken in addition to a student's typical school schedule will not be counted in the number of honors and AP credits.
2. If the GPA and the number of credits are tied, the individuals at this level will share rank. If no students qualify for valedictorian or salutatorian at the highest recognition tier, then each successive tier will be reviewed for students with the highest GPA and, in case of a tie, with the highest number of honors and AP credits within that tier. Students other than valedictorian and salutatorian will be recognized only by the tier in which they fall not by a specific number.

3. Credits earned prior to entering the ninth grade will not be included in the computation of grade point average and academic recognition.
4. No transfer course will be awarded honors or AP credit unless so designated on the transcript. Honors and Advanced Placement transfer credit will be accepted only from schools accredited by the Tennessee Department of Education or those accredited by agencies approved by the Tennessee Department of Education.
5. Sumner County Schools will honor the letter grades reflected on the transcript of the transferring student from the Tennessee Department of Education's list of approved schools at <http://tn.gov/education/topic/non-public-schools>.
6. To be named valedictorian or salutatorian, a student must be enrolled in the high school the last five of the eight terms in school. It is possible, however, for a transfer student with fewer than the last five of the eight terms to share the position of valedictorian or salutatorian.

TSSAA Athletic Eligibility Requirements

All student athletes must be full-time students and meet TSSAA eligibility requirements.

The University of Tennessee and Tennessee Board of Regents University Admissions Requirements

These can be found at www.tbr.edu and www.bot.tennessee.edu

GPA CALCULATION

A student's Grade Point Average (GPA) is determined by dividing the total quality points earned by the number of credits the student has attempted.

A student's selection of courses and/or participation in athletics, audited courses, or any other non-credit course can directly affect his/her GPA and tier of recognition.

GRADUATION DISTINCTIONS

State Honors

Students who score at or above all of the subject area readiness benchmarks on the ACT will graduate with state honors. (English-18, Math-22, Reading-22, Science-23)

State Distinction

Students will be recognized as graduating with state distinction by attaining a B average AND completing at least one of the following:

- Earn a nationally 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 Semi-Finalist
- Earn statewide recognition or award at a skill or knowledge-based state tournament, convention, or competition hosted by a statewide student organization, and/or qualify for national recognition by a national student organization
- Attain a score of 31 or higher composite score on the ACT
- Attain a score of 3 or higher on at least two advanced placement exams
- Earn 12 or more semester hours of transcribed postsecondary credit (dual enrollment)

District Distinction

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

Tennessee Tri-Star Scholar

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

Tennessee Seal of Biliteracy

LEAs shall recognize students who have attained a high level of proficiency in speaking, reading, and writing in 1 or more languages in addition to English with a Seal of Biliteracy. Students receiving this recognition shall meet the following criteria:

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

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

Community Service

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

Each school is authorized under Sumner County Board of Education approval of this guide to prescribe a manner in which "state honors," "state distinction," and/or any of the above will be noted and recognized at graduation.

2023-24 COURSE OFFERINGS

ENGLISH

Students will not normally be allowed to take more than one English class each year unless he/she has failed a previous English class and must retake the class in the next school year.

The Language Arts curriculum is designed to help students develop thinking, writing, speaking, and listening skills. In standard classes, emphasis will be on mastering and applying basic skills. In advanced courses, emphasis will be placed not only on basic skills, but also on analysis and interpretation in language and literature. Those students placed in an Honors English class, 9-12 will be required to complete independent (summer) novels prior to entering the class. They will be assigned at the end of the preceding semester.

Resource English I, II, III, and IV

CREDIT: 1 per year
GRADE: All

Pre-requisite: Per IEP

This course is designed to provide English instruction for students who have a special need in this subject.

English Language Learner

CREDIT: 1-2 per year
GRADE: All

Pre-requisite: Teacher Approval

This course is designed to provide English instruction for students who have are not native English-speaking students.

English I A/B – Standard

CREDIT: 2

(One credit per term: 1 elective, 1 required English)

Pre-requisite: English Placement and/or Standardized Test determines placement

GRADE: 9

The purpose of English I A/B is to prepare students for enriching experiences and college readiness in literature, informational text, speaking and listening, writing, and language. The class content will include a survey of world literature that combines vocabulary, rhetoric, figurative language, composition, grammar, and research. Students will interact with representative readings of novels, short stories, essays, dramas, poetry, and historical documents to enrich critical thinking and communication skills. Students must master the objectives covered on the state mandated English 9 Exam taken at the conclusion of the English 9B course.

English I – Honors

CREDIT: 1
GRADE: 9

Pre-requisite: Teacher recommendation & multiple 8th grade data points, mandatory summer-reading assignment

The purpose of English I is to provide enriching experiences and college readiness in literature, informational text, speaking and listening, writing, and language; however, honors English I will follow a more rigorous course of study and is designed for the highly motivated student whose qualifications have been clearly established. Compared to standard English I classes, the honors course will require students to engage with additional readings, to have prior knowledge of basic grammatical concepts, and to complete higher-level writing assignments within specific timeframes. Additionally, honors courses move at a **faster pace** than standard classes, so students must be able to meet demanding expectations. Content will include a survey of world literature that combines vocabulary, rhetoric, figurative language, composition, grammar, and research. Students will interact with representative readings of novels, short stories, essays, dramas, poetry, and historical documents to enrich critical thinking and communication skills. Students must master the objectives covered on the state mandated English 9 Exam taken at the conclusion of the course.

English I A/B RTI English II A/B RTI

CREDIT: 2
(One credit per term: 1 elective, 1 required English)
GRADE: 9/10

Along with providing English 9 and 10 standards, this class is designed to provide tiered intervention to those students who struggle in the general education classroom. Once screened, students will be assigned small group classroom staffed with trained personnel using research-based materials. Students will be given intense instruction to build basic competencies in English. Student's progress will continue to be monitored every two weeks or more. Additional assessments may be completed to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

English II – Standard Pre-requisite: English I

CREDIT: 1
GRADE: 10

The purpose of English 10 is to provide enriching experiences in literature, informational text, speaking and listening, writing, and language. Content will include a study of literary genres that combines vocabulary, rhetoric, figurative language, composition, grammar, and research. Students will interact with these representative readings to enrich critical thinking and communication skills. Students must master the objectives covered on the state mandated English 10 Exam taken at the conclusion of the course.

English II – Honors

CREDIT: 1
GRADE: 10

Pre-requisite: Eng I Hon w/ B avg or higher, Eng I Std w/ A avg Teacher recommendation, mandatory summer reading assignment

The purpose of English 10 is to provide enriching experiences and college readiness in literature, informational text, speaking and listening, writing, and language; however, honors English II will follow a more rigorous course of study and is designed for the highly motivated student whose qualifications have been clearly established. Compared to standard English II classes, the honors course will require students to engage with additional readings, to have prior knowledge of basic grammatical concepts, and to complete higher-level writing assignments within specific timeframes. Additionally, honors courses move at a faster pace than standard classes, so students must be able to meet demanding expectations. Content will include a study of literary genres that combines vocabulary, rhetoric, figurative language, composition, grammar, and research. Students will interact with these representative readings to enrich critical thinking and communication skills. Students must master the objectives covered on the state mandated English 10 Exam taken at the conclusion of the course.

English III – Standard Pre-requisite: English II

CREDIT: 1
GRADE: 11

The purpose of this course is to provide enriching experiences and college readiness in literature, informational text, speaking and listening, writing, and language. The class content will include a chronological survey of American literature that combines literature, vocabulary, rhetoric, composition, grammar, and research. Students will interact with representative readings of novels, short stories, essays, dramas, poetry, and historical documents to enrich critical thinking and communication skills.

English III – Honors

CREDIT: 1
GRADE: 11

Pre-requisite: Eng II Hon w/ B avg or higher, Eng II Std w/ A avg, outside reading assignment prior to semester

The purpose of this course is to provide enriching experiences and college readiness in literature, informational text, speaking and listening, writing, and language; however, Honors English 11 will follow a more rigorous course of study and is designed for the highly motivated student whose qualifications have been clearly established. The class content will include a chronological survey of American literature that combines literature, vocabulary, rhetoric, composition, grammar, and research. Students will interact with representative readings of novels, short stories, essays, dramas, poetry, and historical documents to enrich critical thinking and communication skills.

English IV – Standard Pre-requisite: Eng III

CREDIT: 1
GRADE: 12

The purpose of English 12 is to provide enriching experiences and college readiness in literature, informational text, speaking and listening, writing, and language. Content will include a survey of British literature that combines vocabulary, rhetoric, figurative

language, composition, grammar, and research. Students will interact with representative readings of novels, short stories, essays, dramas, poetry, and historical documents to enrich critical thinking and communication skills.

English IV – Honors

CREDIT: 1
GRADE: 12

Pre-requisite: Eng III Hon w/ B avg or Eng III w/ A avg, Teacher recommendation, mandatory summer reading assignment

The purpose of English 12 is to provide enriching experiences and college readiness in literature, informational text, speaking and listening, writing, and language; however, honors English IV will follow a more rigorous course of study and is designed for the highly motivated student whose qualifications have been clearly established. Compared to standard English IV classes, the honors course will require students to engage with additional readings, to have prior knowledge of basic grammatical concepts, and to complete higher-level writing assignments within specific timeframes. Additionally, honors courses move at a faster pace than standard classes, so students must be able to meet demanding expectations. Content will include a survey of British literature that combines vocabulary, rhetoric, figurative language, composition, grammar, and research. Students will interact with representative readings of novels, short stories, essays, dramas, poetry, and historical documents to enrich critical thinking and communication skills.

English IV - Dual Enrollment

CREDIT: 1
GRADE: 12

Pre-requisite: ACT score of 18 on the English and 19 on the Reading section

The dual enrollment program allows students to earn both high school and college credit at the same time, by taking a college course during the regular school day here on campus at WHS. This course consists of English 1010 and 1020 at the college level. Students must complete the Vol State application for admission and the dual enrollment grant application. Students are responsible for purchasing the required texts and any remaining tuition. Worth 6 college credit hours.

ACT Prep

CREDIT: 0.5
GRADE: 10-12

This class is designed to allow students to learn, practice, and internalize strategies that are essential for life-long learning skills including reading, understanding, and interpreting content specific materials in English, mathematics, and science. Students will learn important strategies including skimming, previewing, summarizing, interpreting, synthesizing, evaluating, and applying information through ongoing work with ACT tests. Students will take ACT practice assessments.

MATHEMATICS

Careful analysis of the academic ability of students who enter Westmoreland High School is undertaken to ensure the proper placement of students in their academic courses. We use data from placement tests, standardized testing, and prior math performance to accurately place students in Math courses in which they will be most successful. Students will be prepared to begin entry-level college Algebra and those students on the honors math track should be prepared for beginning college calculus.

	9 th GRADE	10 th GRADE	11 th GRADE	*12 th GRADE
HONORS	H Alg I	H Geom H Alg II	H Statistics H PreCal	H Calculus
STANDARD	Alg I Pt. 1	Alg II Pt. 1	Geometry	*Mathematical Reasoning for Decision Making, SDC Prob & Stats, or Statistics
	Alg I Pt. 2	Alg II Pt. 2		
RESOURCE (Per IEP)	Alg IA-Spring	Alg IB	Geom A	Geom B

*12th Grade math options will be based on performance in previous math classes, score on the ACT Math test, and anticipated college major. Math changes may be forthcoming from the Tennessee State Board of Education for the 23-24 school year.

Algebra I A- Resource (Spring)

CREDIT: 1
GRADE: 9

Pre-requisite: Per IEP

Students will work on skills including factoring, integers, and variables. A graphing calculator will be heavily used.

Algebra I B- Resource

CREDIT: 1
GRADE: 10

Pre-requisite: Per IEP

Students will continue working on skills necessary to take and pass the Algebra 1 End of Course Test. A graphing calculator will be heavily used.

Algebra I - Standard Part 1 & 2 (Fall & Spring)**CREDIT: 2***(1 credit per term: 1 elective, 1 required Math)***Pre-requisite: Math Placement and/or Standardized Test determines placement****GRADE: 9**

Working with variables, solving algebraic equations, working with linear equations and inequalities, factoring, quadratic functions, and graphing concepts will be covered in this year-long course. Students must master the objectives covered on the state mandated Algebra Exam taken at the conclusion of the Algebra I Part 2 course.

Algebra I – Honors**CREDIT: 1****Pre-requisite: Math Placement, Standardized Tests, and teacher recommendation determines placement****GRADE: 9**

Students enrolling in this course should have excellent arithmetic skills and a better-than-average understanding of all pre-algebra concepts covered in middle school. The course covers all the objectives of Algebra I Standard and several more with a focus on critical thinking problems designed to extend the curriculum. Students will be required to complete more work outside of class at a much quicker pace and work extensively with graphing calculator technology. Students must master the objectives covered on the state mandated Algebra Exam taken at the conclusion of the course. Any student completing this course successfully should be prepared for the work required in Geometry and Algebra II courses.

Algebra I A/B (RTI)**CREDIT: 2****Algebra IIA/B (RTI)***(1 credit per term: 1 elective, 1 required Math)***GRADES: 9 & 10**

Along with providing Algebra I and Algebra II standards, this class is designed to provide tiered intervention to those students who struggle in the general education classroom. Once screened, students will be assigned small group classroom staffed with trained personnel using research-based materials. Students will be given intense instruction to build basic competencies in math. Student's progress will continue to be monitored every two weeks or more. Additional assessments may be completed to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Geometry A - Resource**CREDIT: 1****Pre-requisite: Per IEP****GRADE: 11**

This course incorporates the first half of core geometric concepts required in a standard geometry course but at a pace more appropriate for those students with special needs.

Geometry B - Resource**CREDIT: 1****Pre-requisite: Per IEP****GRADE: 12**

This course incorporates the second half of core geometric concepts required in a standard geometry course but at a pace more appropriate for those students with special needs.

Algebra II – Standard Part 1 & 2 (Fall & Spring)**CREDIT: 2***(1 credit per term: 1 elective, 1 required Math)***Pre-requisite: Algebra I****GRADE: 10**

Algebra II is designed for students committed to entering some type of post high school academic program. Students will be expected to work many practice problems to ensure mastery. Key algebraic concepts will be explored and expanded. The use of graphing calculator technology is a vital part of this course. An end-of-course exam created by the State is mandated at the conclusion of the Part 2 course.

Algebra II – Honors**CREDIT: 1****Pre-requisite: Algebra I Hon & Geometry Hon w/ B avgs or higher, teacher recommendation****GRADE: 10**

This course is designed for students pursuing a four-year education after high school. The use of graphing calculator technology is essential to this course. Key algebraic concepts will be explored and expanded in detail. Students will be expected to complete more independent work. The pace of the class is swift. An end-of-course exam created by the State is mandated at the conclusion of the course.

Geometry – Standard**CREDIT: 1****Pre-requisite: Algebra I****GRADE: 11**

This course is designed to develop and utilize critical thinking and reasoning skills in problem solving using geometric concepts. Students must master the objectives covered on the state mandated Geometry Exam taken at the conclusion of the course.

Geometry – Honors**CREDIT: 1****Pre-requisite: Algebra I Hon w/ B avg or higher; Algebra I Part 2 w/ A avg, teacher recommendation****GRADE: 10**

This course is designed to move at a quick pace with students who are college bound and plan to enter a field related to math or science. In depth reasoning skills involving geometric principles will be required. Proofs will also be explored. Students must master the objectives covered on the state mandated Geometry Exam taken at the conclusion of the course.

Precalculus - Honors**CREDIT: 1****Pre-requisite:** Algebra II Hon w/ B avg or higher, teacher recommendation**GRADE: 11**

Precalculus is designed to prepare students for college level STEM focused courses. Students extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations. Topics for student mastery include vectors and matrix quantities, sequences and series, parametric equations, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data. This course will be faster paced and will require additional components

Mathematical Reasoning for Decision Making -Standard**CREDIT: 1****Pre-requisite:** Algebra I, Geometry, Algebra II & ACT Math score of 15 or below is recommended**GRADE: 12**

This course is designed for students who need some preparation before taking college-level mathematics or entering the work force. This class may be used to complete the fourth mathematics credit required for graduation. Key algebraic concepts will be explored. (Math changes may be forthcoming from the Tennessee State Board of Education for the 23-24 school year that will impact this class).

SDC Probability & Statistics (pending)**CREDIT: 1****Pre-requisite:** Algebra I, Geometry, Algebra II & ACT Math score of 16-18**GRADE: 12**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Students that take SDC Probability & Statistics will take the Statewide Dual Credit Challenge Exam for an opportunity to earn college credit at any TN public postsecondary school. This course is a dual-credit online course offered through the state of TN in conjunction with the TBR 2-year colleges. Good attendance, strong work ethic, and reliable computer and internet are REQUIRED. Upon completion, students earn both their fourth high school math credit and can bypass the college requirement of a remedial math course.

Statistics – Standard**CREDIT: 1****Pre-requisite:** Alg I, Geom, Alg II & ACT Math Score of 19+ is recommended**GRADE: 12**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference.

Statistics – Honors**CREDIT: 1****Pre-requisite:** Alg I Hon, Geom Hon, Alg II Hon**GRADE: 11**

This course is designed for the student who plans to seek a math or science related major as part of a four-year college education. This course is an in-depth study of the concepts and tools for collecting, analyzing, and drawing conclusions from data. The major themes in Statistics include interpreting categorical and quantitative data, conditional probability and other rules of probability, using probability to make decisions, and making inferences and justifying conclusions.

Calculus – Honors (Fall)**CREDIT: 1****Pre-requisite:** Precalculus Honors w/ B avg or higher and Teacher Recommendation**GRADE: 12**

This course is designed as an introductory Calculus course for students who intend to pursue a career in a Math/Science field at a 4-year university. The first half of the AP Calculus curriculum is covered in this course. It will cover the properties and theorems of limits, continuity, and derivatives. This course will be faster paced and will require additional components.

Calculus - Advanced Placement**CREDIT: 1****Pre-requisite:** Calculus Honors & Teacher Recommendation**GRADE: 12**

This course is the culmination of a four-year program designed to prepare the student for the Advanced Placement Calculus AB Examination. The content of this course complies with all objectives and regulations mandated by the College Board. It includes understanding the properties and theorems of limits, continuity, the derivative, the integral, approximation techniques, and understanding and applying differentiation and integration. Students will be expected to use graphing calculator technology to investigate concepts at a deeper level. Students will also be expected to complete much more independent study and practice than in other math courses.

SCIENCE

Careful analysis of the academic ability of students who enter Westmoreland High School is undertaken to ensure the proper placement of students in their academic courses. We use data from placement tests and standardized testing to accurately place students in science courses in which they will be most successful.

Physical Science – Resource**CREDIT: 1****Pre-requisite:** Per IEP**GRADE: 9**

These courses are designed to provide science instruction for students who have special needs in this subject. The main theme of Physical Science is the study of matter and energy. This science fulfills one of the three laboratory science requirements needed for graduation.

Physical Science – Standard and Honors**CREDIT: 1****Pre-requisite: Math Placement, Standardized Test, and teacher recommendation determines placement****GRADE: 9**

This course will serve as an introductory course for Chemistry and Physics. This science fulfills one of the three laboratory science requirements needed for graduation. Lectures and laboratory work are used to introduce chemical and physical principles. Standard Physical Science includes a study of elements, the Periodic Table, compounds, acids and bases, force, energy, simple machines, sound, light, and nuclear energy.

Biology A – Resource**CREDIT: 1****Pre-requisite: Per IEP****GRADE: 10**

This course is designed to provide science instruction in the first half of Biology for students who have special needs in this subject.

This course will focus on the six Tennessee Biology Standards: 1) Cells; 2) Interactions; 3) Photosynthesis and Respiration; 4) Genetics and Biotechnology; 5) Diversity; 6) Biological Evolution.

Biology B – Resource**CREDIT: 1****Pre-requisite: Per IEP****GRADE: 11**

This course is designed to provide science instruction in the first half of Biology for students who have special needs in this subject.

This course will focus on the six Tennessee Biology Standards: 1) Cells; 2) Interactions; 3) Photosynthesis and Respiration; 4) Genetics and Biotechnology; 5) Diversity; 6) Biological Evolution. A state mandated examination will be given at the end of Biology B.

Chemistry I – Standard**CREDIT: 1****Pre-requisite: Enrolled in or have completed Algebra II****GRADE: 10**

This is an introductory course in chemistry for students who have little background for Chemistry. This branch of physical science deals with matter, energy, and their interaction. Physical and chemical properties of matter will be studied through laboratory investigation.

This course is not designed for students who plan to major or minor in physics, chemistry, mathematics, engineering, or medicine.

Chemistry I – Honors**CREDIT: 1****Pre-requisite: Honors Alg 1, Honors Physical Science, teacher recommendation. Enrolled in or have completed Honors Algebra II.****GRADE: 10**

This course is designed for those students with a strong academic background in science. It is a rigorous study of atomic and molecular structure requiring deductive and analytical skills. Theory and abstract concepts are emphasized. Student should have strong mathematical skills. Laboratory experiences lead students to apply chemical principles. Each student will be expected to purchase a supplemental lab manual. Each year students are asked to contribute to the Science Department supply fund to help purchase laboratory supplies.

Biology I – Standard**CREDIT: 1****Pre-requisite: n/a****GRADE: 11**

This course will focus on the six Tennessee Biology Standards: 1) Cells; 2) Interactions; 3) Photosynthesis and Respiration; 4) Genetics and Biotechnology; 5) Diversity; 6) Biological Evolution. A state mandated examination will be given at the end of this course.

Biology I – Honors**CREDIT: 1****Pre-requisite: Honors Math & Science, teacher recommendation****GRADE: 11**

This course will focus on the six Tennessee Biology Standards: 1) Cells; 2) Interactions; 3) Photosynthesis and Respiration; 4) Genetics and Biotechnology; 5) Diversity; 6) Biological Evolution. A state mandated examination will be given at the end of this course. This class will require more independent study, projects, and laboratory skills than standard-level Biology.

Physics – Honors**CREDIT: 1****Pre-requisite: Enrolled in or have completed Honors Algebra II and Honors Geometry****GRADE: 11/12**

The math required for this course is obviously high level. Physics is the study of "what makes things go" in the universe, i.e., the study of energy transfer. It begins with the description of force and motion and uses mathematics to describe and predict the course of phenomena in situations extending from the atomic scale to the inter-stellar.

1. Have at least a "C" average in Honors Algebra I.

2. Have at least a "C" average in Honors Biology.

Students not meeting the above recommendations should confer with the physics teacher before enrolling.

Anatomy & Physiology – Honors**CREDIT: 1****Pre-requisite: Biology I****GRADE: 11/12**

This course explores human anatomy, with emphasis on physiology. The twelve systems of the body are studied in detail incorporating extensive anatomical terminology. Medical and biological career options are also examined. Also, students are expected to participate in several detailed dissections throughout the course.

Biology II – Honors**CREDIT: 1****Pre-requisite:** Students should have at least a “B” average in Honors Biology I**GRADE: 11/12**

Honors Biology II begins with a review of genetics and recombinant DNA technology followed by a study of bacteria and viruses. This is followed by the study and classification of organisms in different kingdoms.

SOCIAL STUDIES

Students who select honors level social studies courses must also be enrolled in honors English classes or have a teacher's recommendation.

World History & Geography – Standard**CREDIT: 1****Pre-requisite:** English Placement and/or Standardized Test determines placement**GRADE: 9**

The objective of this course is to help the student learn about the historical background of civilization so that each student may become a more knowledgeable and productive citizen of our democratic republic. The rise of modern nations during the Age of Revolutions and concludes with studies focused on the changing world of the 21st century.

World History & Geography – Honors**CREDIT: 1****Pre-requisite:** English Placement, Standardized Test, and teacher recommendation determines placement**GRADE: 9**

This course will go above and beyond the Standard class. Students receiving credit for this course will be expected to: expand and broaden their reading and research skills through outside materials, study in greater detail the effects and influences of a particular period of history in other eras, gain a better understanding of major historical issues and their impact on world cultures.

US Government & Civics – Standard**CREDIT: 0.5****GRADE: 10**

This course will focus on the principles of America's government and economic system. The U.S. Constitution, the three branches of government, due process, and state and local government will be emphasized in the government class. Students will take the civics test during this class.

Economics – Standard**CREDIT: 0.5****GRADE: 10**

Economics will focus on the basic principles of supply and demand, the free market system, and the macroeconomic concepts of unemployment and inflation as well as basic financial skills.

US History – Standard**CREDIT: 1****Pre-requisite:** World History**GRADE: 11**

This inclusive survey course will emphasize the events of the 20th Century and their impact on current events. The political, military, and social trends of the last 100 years will be examined as will the personalities of the era. Students must master the objectives covered on the state mandated U.S. History exam taken at the conclusion of the course.

US History – Honors**CREDIT: 1****Pre-requisite:** An A or B in Honors World History**GRADE: 11**

The aforementioned material will also apply to honors classes with the following additions:

- 1) Outside work such as reports (written and oral).
- 2) Independent study of topics selected by students.
- 3) Research paper.
- 4) Individual study or group study on topics pertaining to either current events or continuing trends in our nation's history.
- 5) Additional outside reading assignments related to topics of study. Students must master the objectives covered on the state mandated U.S. History Exam taken at the conclusion of the course.

US History - Advanced Placement (Two semester course)**CREDIT: 2****Pre-requisite:** US History and a teacher recommendation**GRADE: 12**

The AP U. S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U. S. 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 – as well as to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course will develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students should take this course in the fall and spring semesters, and all students must sit for the AP US History Exam in May. There is a fee for this test.

Personal Finance – Standard**CREDIT: 0.5****Pre-requisite: n/a****GRADE: 10-12**

Personal Finance is a course 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.

FOREIGN LANGUAGE

These classes are open to students in grades 9-12. Standard courses are designed for students who are enrolled in Standard English classes. Honors courses are designed for students who are enrolled in Honors English classes.

Spanish I - Standard or Honors**CREDIT: 1****Pre-requisite: Eng I****GRADE: 9-12**

Spanish I is an introduction to the basic sound system, vocabulary, and grammar of Spanish. Emphasis is placed on oral response and understanding along with simple reading and writing. In addition, some attention is given to cultural topics related to Spanish-speaking countries and to Hispanics in the United States.

Spanish II - Standard or Honors**CREDIT: 1****Pre-requisite: Spanish I****GRADE: 10-12**

Spanish II initially provides review and extension of the Spanish I curriculum. Then, it focuses on conversational vocabulary and grammatical formations that enhance communicative effectiveness. Some time is spent on various cultural concerns as well.

Spanish III – Standard**CREDIT: 1****Pre-requisite: Spanish I and II****GRADE: 11-12**

This course focuses primarily on conversational Spanish, enabling its participants to communicate in situations and circumstances that are encountered often today in this ever- expanding Spanish speaking world. Current-events issues and other critical cultural information are addressed with some detail in the target language.

WELLNESS & PHYSICAL EDUCATION

Wellness**CREDIT: 1****Pre-requisite: n/a****GRADE: 9**

This course provides an integrated curriculum of physical education, health, and nutrition. The emphasis throughout will be on activities and information for sustaining lifelong wellness.

Physical Education**CREDIT: 0.5****Pre-requisite: n/a****GRADE: 9-12**

The numerous activities will include golf, racquetball, bowling, tennis, weight training, aerobics, table tennis, competitive volleyball, running, and walking. These activities provide carryover and intrinsic values for leisure time participation in lifetime activities. A fee may be required.

Weight Training and Conditioning**CREDIT: 1****GRADE: 9-12**

This course will include basic training techniques, proper use of equipment and identification of major and secondary muscle groups. Students will work with the instructor to create an individual workout program. This course is taught as a lifetime activity and part of an overall fitness program.

ELECTIVE FOCUS and CAREER & TECHNICAL EDUCATION

In Tennessee, students are required to complete three credits in an elective focus area. Students can select a focus area in Career Technical Education, Math & Science, Fine Arts, Humanities, ROTC, or AP. Each student should discuss their elective focus with his/her school counselor to ensure timely graduation.

Advanced Manufacturing

PROGRAM OF STUDY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Machining Technology	Principles of Manufacturing	Principles of Machining I	Principles of Machining II	Dual Enrollment Machining
Welding	Principles of Manufacturing	Welding I	Welding II	

Principles of Manufacturing

CREDIT: 1

Pre-requisite: N/A

GRADES: 9, 10, 11, 12

Principles of Manufacturing is designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Machining Technology, Electromechanical Technology, Mechatronics, and Welding. In order to gain a holistic view of the advanced manufacturing industry, students will complete all core standards, as well as standards in two focus areas. Throughout the course, they will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting. Course content covers basic quality principles and processes, blueprints and schematics, and systems. Proficient students will advance from this course with a nuanced understanding of how manufacturing combines design and engineering, materials science, process technology, and quality.

Principles of Machining I

CREDIT: 1

Pre-requisite: Principles of Manufacturing

GRADE: 10, 11, 12

Principles of Machining I is designed to provide students with the skills and knowledge to be effective in production environments as a machinist, CNC operator, or supervisor. Proficient students will demonstrate safety practices concerning machining technology, proper measurement, and layout techniques, reading and interpreting drawings and blueprints, production design processes, and quality control procedures. Upon completion of this course, students will be knowledgeable about potential postsecondary education and career opportunities related to machining technology and will be prepared to enroll in more advanced machining courses in high school.

Principles of Machining II

CREDIT: 1

Pre-requisite: Principles of Machining I

GRADE: 10, 11, 12

Principles of Machining II is an advanced level contextual course that builds on the introductory skills learned in the entry-level manufacturing and machining courses, stressing the concepts and practices in a production environment supported by advanced machining and engineering facilities. Working with the course instructor and team members in a cooperative learning environment, students will design, produce, and maintain products that are defined by detailed technical specifications. Emphasis is placed on quality control, safety and engineering codes and standards, and production-grade machining systems, building on the learner's past knowledge, current experiences, and future conduct as a career machinist. Upon completion of this course, proficient students will be able to examine blueprints and specification drawings to plan and implement the manufacture of products, machine parts to specifications using both manual and computer-controlled machine tools, and measure, examine, and test completed products to check for defects and conformance to specifications.

Welding I

CREDIT: 1

Pre-requisite: Principles of Manufacturing

GRADE: 10, 11, 12

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 be able to sit for the AWS SENSE Entry Level Welder certification and will be prepared to undertake more advanced welding coursework.

Welding II

CREDIT: 1

Pre-requisite: Welding I

GRADE: 10, 11, 12

Welding II is designed to provide students with opportunities to effectively perform cutting and welding applications of increasingly complexity used in the advanced manufacturing industry. Proficient students will build on the knowledge and skills of the Welding I

course and apply them in novel environments, while learning additional welding techniques not covered in previous courses. Specifically, students will be proficient in (1) fundamental safety practices in welding, (2) gas metal arc welding (GMAW), (3) flux cored arc welding (FCAW), (4) gas tungsten arc welding (GTAW), and (5) quality control methods. Upon completion of the Welding II course, proficient students will be eligible to complete the American Welding Society (AWS) Entry Welder or the AWS SENSE Advanced Welders qualifications and certifications.

Dual Enrollment Machine Tool Technology (TCAT Hartsville)

CREDIT: 1

Pre-requisite: Principles of Manufacturing

GRADE: 11, 12

This course is designed to give students experience on a variety of machine tools similar to those on which they will work after graduation. Instruction is given in related blueprint reading and mathematics, precision measuring, and such basic metallurgy as properties of metals, their workable characteristics, best treatment of metals, and relative hardness. This class is a dual enrollment class through TCAT-Hartsville but held on campus at WHS.

Agriculture, Food, & Natural Resources

PROGRAM OF STUDY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Horticulture Science	Agriscience	Principles of Plant Science	Greenhouse Management	Landscaping & Turf Science
Veterinary & Animal Science	Agriscience	Small Animal Science	Large Animal Science	Vet Science

Agriscience

CREDIT: 1

Pre-requisite: n/a

GRADE: 9, 10, 11

Agriscience is an introductory lab science course that prepares students for biology and subsequent agriculture courses. This course helps students understand the important role that agricultural science and technology serves in the 21st century. In addition, it serves as the first course for all programs of study in the agriculture department.

Landscaping and Turf Science

CREDIT: 1

Pre-requisite: Agriscience

GRADE: 10, 11, 12

Landscaping and Turf Science is designed to prepare students to work in the landscaping industry. Students will cover content areas of site analysis and planning, principles of design, and plant selection and care techniques. This course provides students with the technical knowledge and skills needed to prepare for a further education and careers in landscape production.

Greenhouse Management

CREDIT: 1

Pre-requisite: Agriscience

GRADE: 10, 11, 12

Greenhouse Management is designed to prepare students to manage greenhouse operations. This course covers principles of greenhouse structures, plant health and growth, growing media, greenhouse crop selection and propagation, and management techniques. It provides students with the technical knowledge and skills needed to prepare for further education and careers in horticulture production.

Principles of Plant Science and Hydroculture-Dual Credit

CREDIT: 1

Pre-requisite: Agriscience

GRADE: 11, 12

This course focuses on essential knowledge and skills related to the science of plant growth. This course covers principles of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics. Students have the opportunity to take the Plant Science dual credit exam through MTSU.

Small Animal Science

CREDIT: 1

Pre-requisite: Agriscience

GRADE: 10, 11, 12

Small Animal Science focuses on small, or companion, animals such as dogs and cats. Small Animal Science also contains objectives to prepare students for careers in managing and caring for specialty and companion animals. This course covers anatomy and physiological systems of different groups of small animals, as well as careers, leadership, and history of the industry.

Large Animal Science

CREDIT: 1

Pre-requisite: Agriscience

GRADE: 10, 11, 12

Large Animal Science is designed to develop basic understanding of handling, health, maintenance, reproduction, selection, and management of different livestock species such as cattle, horses, goats, and chickens. This course covers anatomy and physiological systems of different groups of livestock, as well as careers, leadership, and history of the industry.

Veterinary Science

CREDIT: 1

Pre-requisite: Agriscience, Small Animal Science AND Large Animal Science

GRADE: 11, 12

Veterinary Science is an advanced course in animal science for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers principles of health and disease, basic animal care and nursing, clinical and laboratory procedures, and additional industry-related career and leadership knowledge and skills. NOTE: Students in Honors will be required to complete a project outside of class.

Environmental and Natural Resource Management

CREDIT: 1

Pre-requisite: Agriscience

GRADE: 10, 11, 12

This is an applied-knowledge course for students interested in learning more about becoming good stewards of our environment and natural resources, as an environmental scientist, conservationist, forester, or wildlife manager. This course covers major types of natural resources and their management, public policy, the role of public education in managing resources, as well as careers, leadership, and history of the industry.

Architecture & Construction

PROGRAM OF STUDY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Architectural & Engineering Design	Architectural & Engineering Design I	Architectural & Engineering Design II	Architectural & Engineering Design III	
Residential & Commercial Construction	Fundamentals of Construction	Residential & Commercial Construction I	Residential & Commercial Construction II	
Structural Systems	Fundamentals of Construction	Structural Systems I	Structural Systems II	

Architectural & Engineering Design I

CREDIT: 1

Pre-requisite: N/A

GRADE: 9, 10, 11

This is a foundational course in the Architecture & Construction cluster for students interested in a variety of engineering and design professions. Upon completion of this course, proficient students will be able to create technical drawings of increasing complexity and utilize these skills to complete the design process and communicate project outcomes. Students will build foundational skills in freehand sketching, fundamental technical drawing, and related measurement and math. Standards in this course also include career exploration within the technical design industry, as well as an overview of the history and impact of architecture and engineering. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

Architectural & Engineering Design II

CREDIT: 1

Pre-requisite: Architectural & Engineering Design I

GRADE: 10, 11, 12

This is the second course in the *Architectural & Engineering Design* program of study. Students in this course build their skills in developing and representing 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 CAD software to create multi-view, sectional view, and three-dimensional drawings using industry standard dimensioning and notation. Students will (if time permits) connect drawings with actual physical layouts by building models based on drawings. Students will create drawings based on objects and other physical layouts and use 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 their program of study.

Architectural & Engineering Design III

CREDIT: 1

Pre-requisite: Architectural & Engineering Design II

GRADE: 10, 11, 12

This is the third course in the *Architectural & Engineering* 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.

Fundamentals of Construction

CREDIT: 1

Pre-requisite: N/A

GRADE: 9, 10, 11

This 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 this program of study.

Residential & Commercial Construction I

CREDIT: 1

Pre-requisite: Fundamentals of Construction

GRADE: 10, 11, 12

This is the second course in the *Residential & Commercial Construction* program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the earlier phases of building construction, including site layout, foundation systems, concrete, framing systems, and electrical systems. Students will be able to perform concrete work; frame walls, ceilings, and floors of a structure; and install proper wiring while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Residential & Commercial Construction II

CREDIT: 1

Pre-requisite: Residential & Commercial Construction I

GRADE: 10, 11, 12

This is the third course in the *Residential & Commercial Construction* program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the later phases of building construction including roofing systems, exterior finishing, stair framing systems, masonry systems, and plumbing systems. Students will be able to perform masonry work; frame roofs; install shingles on roofs; apply exterior finishes; and install proper piping for plumbing systems while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an introduction to heating, ventilation, and air conditioning systems, principles of the construction industry, and business and project management.

Structural Systems I

CREDIT: 1

Pre-requisite: Fundamentals of Construction

GRADE: 10, 11, 12

This course 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.

Structural Systems II

CREDIT: 1

Pre-requisite: Structural Systems I

GRADE: 10, 11, 12

This 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.

Fine Arts

The Fine Arts Program includes Theatre Arts, Visual Arts, and Music. The program will be designed to encourage students to express, explore, and develop their unique creativity through attainment of related skills, knowledge, and understanding and awareness of the cultural heritage from which the art forms have emerged. Preparation in the arts will be valuable to college entrants, whatever their intended field of study and it is a requirement for entrance into most colleges. The actual practice of the arts can engage the

imagination, foster flexible ways of thinking, develop disciplined effort, and build self-confidence. The Fine Arts Program will enhance the quality of every student's life.

Visual Art I

CREDIT: 1

Pre-requisite: n/a

GRADE: 9-12

This course introduces the student to a survey program covering a wide variety of experiences in several art areas. The program includes basic art instruction in both two dimensional and three-dimensional areas. Some of the areas to be covered are drawing, painting, graphics, design, crafts, ceramics, and sculpture.

Visual Art II

CREDIT: 1

Pre-requisite: B or higher in Art I

GRADE: 9-12

The Art II course expands on the art experiences introduced in the Art I class. This course offers continued study and studio experience in varied media with more importance being placed on the esthetic appreciation and critical aspects of the student's work.

Visual Art III

CREDIT: 1

Pre-requisite: B or higher in Art II

GRADE: 10, 11, 12

This course further expands the student's knowledge and understanding of various art media and styles. The media and subject matter are selected by the teacher and is determined by the development and experience of each group of students. Emphasis is placed on the critical and appreciative aspects of the art experience.

Vocal Music

CREDIT: 1

Pre-requisite: n/a

GRADE: 9-12

The fundamentals of choral music will be taught in this class. In this class, you will learn musical notation, sight singing skills, correct vocal technique, stage presence and concert etiquette. You will learn to sing as a group in unison and harmony using good vocal blend. This is a performing group; therefore, some after-school hours will be required.

General Music (3505)

CREDIT: 1

Pre-requisite: n/a

GRADE: 9-12

A single-term course that will, in the first quarter, cover music from the Medieval to the Modern Era and will explore its evolution throughout history by looking at the composers, instruments, and styles that defined each era. In the second quarter, students will explore music as it relates to the world around them. We will discover music in relation to the entertainment industry and how commercial music evolves with the culture of the time. Students will also learn the fundamentals of music through reading melodic and rhythmic notation and performing them on percussion instruments.

Instrumental Music II - Woodwinds (3567) (Fall & Spring)

CREDIT: 2

Pre-requisite: Middle School Band or previous enrolled in HS Instrumental Music

GRADE: 9-12

An instrumental music course for students that play a woodwind family instrument. This includes Flute, Double Reeds, Clarinets, & Saxophones. Students will learn music theory, extended playing techniques, and will prepare four concerts a year. Other performance opportunities include Honor Bands, University Clinics, Solo and Ensemble Festival, and Concert Performance Assessment in the Spring.

Instrumental Music II – Brass & Percussion (3567) (Fall & Spring)

CREDIT: 2

Pre-requisite: Middle School Band or previous enrolled in HS Instrumental Music

GRADE: 9-12

An instrumental music course for students that play a brass or percussion family instrument. This includes Trumpet, French Horn, Trombone, Baritone, Tuba, & Percussion. Students will learn music theory, extended playing techniques, and will prepare for four concerts a year. Other performance opportunities include Honor Bands, University Clinics, Solo and Ensemble Festival, and Concert Performance Assessment in the Spring.

If a student is interested in joining band but does not meet the prerequisite, they may sign up with permission from the director and participate as a percussionist.

Instrumental Music - Guitar (3566)

CREDIT: 1

Pre-requisite: n/a

GRADE: 9-12

Music Theory through Guitar is open to any student grades 9-12, who has a true desire to learn to play the guitar correctly while learning to read musical notation. In this class, students will begin with very basic music reading skills and beginning guitar technique. Students will learn to read and play melody lines, strumming and picking patterns, chords, and rhythms. If you are already a master at the instrument or are only interested in playing "rock" guitar, this is not the class for you. An acoustic guitar is required for this class.

Music Theory (3574)

CREDIT: 1

Pre-requisite: n/a

GRADE: 9-12

This course is designed for the serious music student who intends to further his or her study of vocal or instrumental music on the university level. Material covered will include basic and intermediate music theory and harmony, ear training and sight singing. **THIS IS NOT A COURSE FOR BEGINNING MUSICIANS.** Students must be proficient in voice or instrument and in their ability to read traditional music notation.

Theatre Arts I**CREDIT: 1**
GRADE: 9-12**Pre-requisite:** n/a

This is an introductory course in theatre appreciation. Course work includes the study of theatre terminology, creative dramatics, improvisation, pantomime, dramatic structure, theatre history, and basic acting. Students are expected to memorize lines and be on stage. This course fulfills the fine arts credit necessary for graduation.

Business Management & Administration

PROGRAM OF STUDY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Business Management	Intro to Business & Marketing	Business Communications <i>or</i> Accounting I	Business Management	
Office Management	Computer Applications	Business Communications	Business Management	Advanced Computer Applications

Introduction to Business and Marketing**CREDIT: 1****Pre-requisite:** n/a**GRADE: 9**

Introduction to Business and 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.

Business Communication**CREDIT: 1****Pre-requisite:** Intro to Business & Marketing, Computer Application, Advanced Computer Applications**GRADE: 10, 11, 12**

Business Communications is a course that prepares students for oral and electronic business communications in the 21st century including social media as well as developing skills in electronic publishing, design, layout, composition, and video conferencing. Emphasis will be placed on social media, design and digital communications. Students will review and practice successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations.

Business Management**CREDIT: 1****Pre-requisite:** Intro to Business & Marketing, Computer Application, Advanced Computer Applications**GRADE: 11, 12**

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, will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant.

Computer Applications**CREDIT: 1****Pre-requisite:** n/a**GRADE: 9-12**

Computer Applications is a foundational course intended to teach students the computing fundamentals and concepts involved in the proficient use of common application software. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.

Advanced Computer Applications**CREDIT: 1****Pre-requisite:** Computer Applications**GRADE: 10, 11, 12**

This is a capstone course in which students will learn necessary skills in problem solving using current and emerging integrated technology to include a variety of input technologies in the production of professional quality business documents and presentations. The course focuses on student choice, accountability, and performance. Students increase their employability by working toward the attainment of high-level skills in the areas of integrated software applications, communication skills, ethical issues, human relations, leadership, self-management, and workplace management. Students can potentially earn Microsoft Office Specialist certification.

Informational Technology-Coding

PROGRAM OF STUDY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Coding	Computer Science Foundations	Coding I	Coding II	n/a

Computer Science Foundations

CREDIT: 1

Pre-requisite: n/a

GRADE: 9, 10, 11, 12

Computer Science Foundations (CSF) 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.

Coding I

CREDIT: 1

Pre-requisite: Computer Science Foundations

GRADE: 10, 11, 12

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 multistep procedures; write, analyze, review, Page 2 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.

Coding II

CREDIT: 1

Pre-requisite: Coding I

GRADE: 10, 11, 12

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 so doing, 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.

Education & Training

PROGRAM OF STUDY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Teaching as a Profession (K-12)	Intro to Teaching as a Profession	Teaching as a Profession I	Teaching as a Profession II	n/a

Intro to Teaching as a Profession

CREDIT: 1

Pre-requisite: N/A

GRADE: 9, 10, 11

Introduction to Teaching as a Profession is a foundational course in the Teaching as a Profession program of study for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. Upon completion of this course, proficient students will gain knowledge in the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

Teaching as a Profession I

CREDIT: 1

Pre-requisite: Intro to Teaching as a Profession

GRADE: 10, 11, 12

Teaching as a Profession I (TAP I) is an intermediate course for students interested in learning more about becoming a teacher, school counselor, trainer, 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.

Teaching as a Profession II

CREDIT: 1

Pre-requisite: Teaching as a Profession I

GRADE: 10, 11, 12

Teaching as a Profession II (TAP II) is an applied-knowledge course for students interested in learning more about becoming a teacher, school counselor, trainer, 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.

Health Science

PROGRAM OF STUDY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Nursing Services/ Therapeutic Services	Health Science Education	Medical Therapeutics	Anatomy & Physiology	
Emergency Services	Health Science Education	Medical Therapeutics	Anatomy & Physiology	Emergency Medical Services

Health Science Education

CREDIT: 1

Pre-requisite: n/a

GRADE: 9, 10, 11, 12

This course is an introduction to broad standards that serve as a foundation for Health Care Occupations and functions across health services. Units included are academics in health care communications systems, legal responsibilities, ethics, teamwork, and safety practices. To move on to other health science courses, students must pass this entry level class with a C or better.

Anatomy & Physiology

CREDIT: 1

Pre-requisite: Health Science Education, Completion or current enrollment in Biology 1

GRADE: 10, 11, 12

Anatomy and Physiology is designed to develop an understanding of the structures and functions of the human body, while relating those to the causes of diseases and disorders. Upon completion of this course, proficient students will be able to apply gross anatomy from earlier courses to a deeper understanding of all body systems. This course is a hands-on course with many laboratory opportunities.

Medical Therapeutics

CREDIT: 1

Pre-requisite: Health Science Education

GRADE: 10, 11, 12

Medical Therapeutics is an applied course designed to prepare students to pursue careers in therapeutic and nursing 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.

Emergency Medical Services (EMS)

CREDIT: 1

Pre-requisite: Health Science, Anatomy & Physiology, & Medical Therapeutics

GRADE: 11, 12

Emergency Medical Services is a capstone course in the Emergency Medical Services program of study and is designed to prepare students to pursue careers in the fields of emergency medicine. Upon completion of this course, proficient students will be able to: identify careers and features of the EMS system; define the importance of workforce safety and wellness; maintain legal and ethical guidelines; correlate anatomy and physiology concepts to the patient with a medical or traumatic injury; and perform EMS skills with a high level of proficiency. If taught with an EMT instructor, students will be given the opportunity to sit for the National Emergency Medical Responder certification. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study. Each standard presumes that the expected knowledge and behaviors are within the scope of practice for that EMS licensure level, as defined by the National EMS Scope of Practice Model. Each competency applies to patients of all ages, unless a specific age group is identified. The standards also presume there is a progression in practice from the Emergency Medical Responder level to the Paramedic level. The descriptors used to illustrate the increasing complexity of knowledge and behaviors through the progression of licensure levels originate, in part, from the National EMS Scope of Practice Model.

Humanities

A Humanities focus includes English, World Language, and Social Studies electives that go beyond the graduation requirements. Please confirm with your counselor if this is your focus area.

Creative Writing

CREDIT: 0.5

Pre-requisite: Eng I

GRADE: 10, 11, 12

This course allows students to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format. An emphasis is placed on developing fluency, logic, clarity, and creativity. While focusing on the steps of the writing process, students will write for a variety of audiences, explore diverse modes & genres of writing, and utilize evaluation & revision skills.

Journalism (Yearbook; year-long class)

CREDIT: 2

Pre-requisite: Teacher approval

GRADE: 9, 10, 11, 12

Students in this course work with Digital Arts & Design III students in a Project Based Learning model. Students will develop a yearbook as a capstone project at the end of the school year.

Contemporary Issues

CREDIT: 0.5

Pre-requisite: n/a

GRADE: 10, 11, 12

The scope of this course will include local, national, and global topics such as politics, international relations, science, medicine, technology, and social issues of current interest. Various media sources and guest speakers will be regularly used. Debate and discussion will be components of the course, and students will be expected to contribute in a meaningful way to enhance course topics.

Psychology – Standard

CREDIT: 1

Pre-requisite: n/a

GRADE: 10, 11, 12

This course is designed to introduce students to the basic principles of psychology in preparation for college psychology as well as for life in an increasingly complex society. Emphasis will be on individual differences, personal adjustment, coping skills, and relationships as well as learning, memory, perception, consciousness, and abnormal psychology.

Psychology – Dual Enrollment

CREDIT: 1

Pre-requisite: ACT score of 18 on English & 19 on Reading

GRADE: 12

This course is designed to provide an overview of the field of psychology and human behavior. The topics of philosophy, history, biology, learning, personality, abnormal behavior, treatment, applied memory, intelligence, motivation, consciousness, perception, and sensory are included. Students must complete the Vol State application for admission and the dual enrollment grant application. Students are responsible for purchasing the required texts and any remaining tuition. Worth 3 college credit hours.

Sociology

CREDIT: 1

Pre-requisite: n/a

GRADE: 11, 12

The Sociology course is designed to introduce students to the sociological study of society, it focuses on the processes that influence the way humans think, feel, and behave. Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. This course will study the sociological point of view through many projects, surveys, and research.

Public Speaking – Dual Enrollment

CREDIT: 1

Pre-requisite: ACT score of 18 on English & 19 on Reading

GRADE: 11, 12

This course will allow students to earn high school credit as well as college credit. There is a fee charged which is applied by Volunteer State Community College. This course is an introduction to the communication process, interpersonal communication, group discussion, and public speaking. Students are required to prepare and deliver speeches.

Spanish III/IV

CREDIT: 1

Pre-requisite: Spanish II and teacher recommendation

GRADE: 11, 12

Spanish III will be a for credit class available for non-native speakers who excelled in Spanish I or II. This class will focus on drill and conversational Spanish, building on the vocabulary and grammar learned in honors or standard classes. Students who took Spanish I and II at the standard level will need their language teacher's recommendation.

MKT: Marketing, Distribution & Logistics

PROGRAM OF STUDY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Marketing Management	Intro to Business & Marketing	Marketing I	Marketing II <i>or</i> Entrepreneurship	Sports & Event Planning

Introduction to Business and Marketing

CREDIT: 1

Pre-requisite: n/a

GRADE: 9, 10

Introduction to Business and 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.

Marketing & Management I- Principles

CREDIT: 1

Pre-requisite: n/a

GRADE: 10, 11, 12

This 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. This course is also co-curricular with the student organization DECA, a marketing association for students. [Class Fee Required]

Sports and Event Planning Management

CREDIT: 1

Pre-requisites: Intro to Business & Marketing I

GRADE: 11, 12

This course 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 or non-profit. Proficient students in this course will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. Work based learning is an option to students who meet the qualifications.

Miscellaneous Offerings

Senior Project

CREDIT: 0

Pre-requisite: n/a

GRADE: 12

Senior Project is a course that provides an opportunity for students to showcase the knowledge, creativity, and skills developed as a result of their twelve years of education. Through the Senior Project experience, students focus on individual and special interests and are held accountable for their own learning. Faculty members agreeing to serve as advisors must first sign the Faculty Agreement Form. Individuals agreeing to serve as mentors are required to sign the Mentor Agreement Form. On average, students will participate in Senior Project activities 7 ½ hours per week. The academic or instructional activities may take place on or off the high school campus. The student will receive a Pass/Fail grade that will not be computed into the student's GPA. As a part of the experience, students must work at least 125 hours on their project, keep a weekly journal of activities, meet monthly with their faculty advisor, and submit mentor evaluations. A culminating portfolio will also be compiled including the items listed above, a student evaluation of the project, and a summative mentor evaluation. Students wishing to participate in Senior Project off-campus must complete The Agreement for Senior Off-Campus Senior Project Credit.

Introduction to Self-Determination

CREDIT: 1

Pre-requisite: Student must have an IEP

GRADE: 9, 10, 11, 12

Introduction to Self-Determination is designed to equip students with the knowledge concerning the legal rights of individuals with a disability and how to advocate for themselves in their school and community settings.

Focus on Adulthood

CREDIT: 1

Pre-requisite: Student must have an IEP

GRADE: 9, 10, 11, 12

Focus on Adulthood is designed to equip students with the knowledge and skills necessary to transition into postsecondary community involvement and independent living. Through a series of in-class and out-of-class activities, students will refine their self-awareness through a discovery process and then learn about relevant community supports and how to access them.

Planning for Postsecondary

CREDIT: 1

Pre-requisite: Student must have an IEP

GRADE: 11, 12

Principles of Transition: Planning for Postsecondary is designed to provide opportunities for students to finalize their postsecondary transition plans and develop concrete steps necessary to transition seamlessly into postsecondary, including being an active participant in developing a summary of performance.

Transition & Work-Based Learning

CREDIT: 1

Pre-requisite: Student must have an IEP

GRADE: 11, 12

Transition is designed to provide opportunities for students to finalize their postsecondary transition plans and develop concrete steps necessary to transition seamlessly into postsecondary, including being an active participant in developing a summary of performance.

Work-Based Learning is intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

ADVANCED PLACEMENT (AP) COURSE OFFERINGS

Course descriptions for AP courses can be found under the appropriate subject area. These courses are offered in-person with a GHS teacher.

- Calculus AB
- US History

DUAL ENROLLMENT (DE) COURSE OFFERINGS

Course descriptions for DE courses can be found under the appropriate subject area. DE courses are worth 1 credit for high school and additional credits for college.

Courses offered through Volunteer State Community College:

English IV: Survey of British Literature
Psychology
Public Speaking

Courses offered through TCAT-Hartsville

Machine Tool Technology

DUAL CREDIT COURSES

Dual Credit by Assessment is available for CTE Students through a cooperative effort with multiples higher education institutions in the Nashville area.

Career and Technical Education students who take the high school courses listed below may get college credits if they pass a test covering competencies from the matching college course. Students must apply and schedule a test date and time through the Office of Off-Campus Sites, Dual Enrollment, and Perkins. Dual Credits will transfer in most cases; check with your institution to find out its acceptance policy for college Dual Credits.

Middle Tennessee State University

Ag Intro to Plant Science 3-credit hour course

Senior Warning Procedures: Chronological Order

1. During the spring term of the junior year, the counselor will review records and make appropriate recommendations for course work the senior year.
2. Before a student's senior year, the counselor will review records and make appropriate adjustments in the student's schedule. Students who need academic interventions will be called or seen as soon as possible after school opens. This should be completed by the end of the first two days of school in order to comply with the Board procedure for class changes during the first two days. In extenuating circumstances, a student schedule can be changed after this time at the discretion of the principal.
3. Senior Warning Form will be signed by senior students at the beginning of the student's senior year. Students will be given a copy of the requirements for graduation.
4. A letter from the counselor will be provided to each parent of a senior.
5. Teachers will notify the counseling office and parents of seniors who are in danger of failing a course at mid-term.
6. Counselors will meet with senior students who have a grade of "F" for mid-term report periods. Students will verify that their grade status has been reviewed.

7. Each mid-term, letters will be mailed by the counseling office to parents of seniors who are in danger of failing a course. The counselors and principal will meet with parents upon request from the parent.
8. Prior to graduation seniors will sign a copy of the GRADUATION INTENT AND INFORMATION FORM.

MINIMUMS AND MAXIMUMS (Credit for Courses)

Sumner County

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

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

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

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

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