

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

REGISTRATION INFORMATION
2022-2023

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

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

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695 EAST MAIN STREET
GALLATIN, TN 37066
451-5200

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Types of Diplomas

A. High School Diploma

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

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

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

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

B. Special Education Diploma

A special education diploma may be awarded at the end of their fourth (4th) year of high school to students with disabilities who have (1) not met the requirements for a regular high school diploma, (2) received special education services or supports and made satisfactory progress on an individualized education program (IEP), and (3) have satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

C. Occupational Diploma

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

D. Alternate Academic Diploma

Beginning with students entering the ninth (9th) grade in 2018, 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).

Graduation Requirements

The following 26 credits shall be required for graduation.

Ready Core Curriculum Credits

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

* Students shall be required to achieve, by the time they graduate, at least the following: Algebra I, Geometry, and Algebra II (or equivalents) plus one additional mathematics course beyond Algebra II. All students must be enrolled in a math class each year. Students with qualifying disabilities as documented in the individualized education program may take Algebra IA, Algebra IB, Geometry A, and Geometry B for their required math classes over four years.

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

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

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

** Students shall be required to achieve, by the time they graduate, at least Biology I and either Chemistry or Physics and a 3rd laboratory science.

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

*** The social studies curriculum shall include United States History & Geography, World History & Geography, Economics, and U.S. Government & Civics.

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

***** Students must complete three (3) credits in an elective focus. All students will pursue a focused program of study designed to prepare them for the workforce and postsecondary study. The intent of the elective focus is to provide students with an opportunity to explore a particular academic area in greater depth. The elective focus may be CTE, science and math, humanities, fine arts, AP/IB, or other areas approved by the local board of education. Students completing a CTE elective focus must complete three (3) credits in the same CTE career cluster or state-approved program of study. Schools should make every effort to ensure that all students complete a state or locally approved elective focus, however schools may waive the elective focus requirement for those students who transfer during the junior or senior year to a Tennessee high school from a school in another state or from a non-public school, if the completion of the elective focus would prevent or delay graduation.

Students who begin an elective focus in a Tennessee high school and transfer during the junior or senior year to another Tennessee high school may, with the permission of the Director of Schools, have the elective focus requirement waived if the receiving school does not offer the same elective focus area and is unable to offer related coursework to complete a state or locally approved focus area, or if the completion of the elective focus would prevent or delay graduation.

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

11th Grade Assessment

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

United States Civics Test

Beginning January 1, 2017, all high school students shall pass a United States civics test.

1. The test shall be comprised of 50 questions from the one hundred (100) questions that are set forth within the civics test administered by the United States citizenship and immigration services to persons seeking to become naturalized citizens. Multiple versions of the test are available for use in different schools and at different times.
2. A student shall pass the test if the student correctly answers at least seventy percent (70%) of the questions. Students may take the test as many times as necessary.
3. A student who has an individualized education program (IEP) under which the civics test is determined to be an inappropriate requirement for the student shall not be required to take the civics test.
4. Additionally, per state law (T.C.A. § 49-6-408), students must take and pass (70 percent or higher) the United States citizenship and immigration test during the student's high school career (i.e., grades 9-12). Schools in which all seniors earning a regular diploma score 85 percent or higher on the U.S. civics test will be recognized by the department as a U.S. Civics All-Star School. All districts are required to submit their civics compliance form by June 15, 2020 for their 2020 graduating seniors.

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.

Graduation Ceremony

No student will be permitted to participate in graduation ceremonies in Sumner County until all requirements for graduation have been satisfactorily completed. Students are expected to participate in graduation activities. They shall wear the traditional cap and gown and other attire as directed by the 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. The district will hold a graduation ceremony in December for students approved to graduate early. If students choose to graduate early, participation in school sponsored activities, including but not limited to prom, senior events, and May graduation is at the discretion of the building administrator.

Classification of Students

Students will be classified by both tenure in the school program and by credits earned. The policy on Senior Warning Procedures is applicable to all students who anticipate graduating within the academic year. Year of entry will be the basis of determining graduation requirements.

Classification is done at the beginning of the fall term and is for one full year with the exception of students in their fourth year of high school who may move within range of graduation during the school year.

Freshman - A student who has satisfactorily completed the eighth grade.

Sophomore - A student who is in the second year of high school and has satisfactorily completed 6 credits.

Junior - A student who is in the third year of high school and has satisfactorily completed 12 credits.

Senior - A student who is in the fourth year of high school and has satisfactorily completed 18 credits.

Minimum Academic Load

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

Repeating a Course

For courses with a maximum of 1 credit, students may only repeat a course if the student did not receive a passing grade on the original attempt. Courses with a credit maximum of more than 1, such as some CTE 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's graduation plan. **EXAMPLE:** Students will normally take one English per school year in either the fall or the spring term of the year. Exceptions may be granted by the principal if special circumstances exist.

Honors Course Description

Sumner County Board of Education List of Minimums and Maximums credits designates courses which may be awarded honors credit in the academic core curriculum areas of English, math, social studies, science, and foreign language.

AP Special Circumstances

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

Grade Reporting

Grades will be reported officially to parents and students after each nine weeks of instruction. The nine-week grading period will stand alone, and each marking period will be averaged as 42.5% of the final grade. Progress reports will be issued at the mid-point of each nine-week grading period. A formal schedule of examinations will be established. State-Mandated content tests will count 15% of the final semester grade or will be adjusted according to state requirements. If students miss a state-mandated exam, the test must be made up during the state-designated test window or the student will receive an incomplete or a zero. Final exams will count 15% of the total grade. A final exam exemption policy will be determined by each school. Grade reporting for State of Tennessee state-mandated content test will be in compliance with Sumner County Board of Education policy IHAA. For honors classes, three points shall be added to the final numerical grade. For Dual Credit, Dual Enrollment, and Capstone Industry Certification-Aligned Courses, four points shall be added to the final numerical grade. For Advanced Placement classes, five points shall be added to the final numerical grade. The final grade for all courses attempted will be posted on the student's official transcript.

Students with disabilities will be included in regular classes to the degree possible and with

appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed 26 credit minimum. Students failing to earn a final grade of 70 in a course that has an end-of-course test and whose disability adversely affects performance on that test will be allowed, through an approved process, to add to their end-of-course assessment scores by demonstrating the state-identified core knowledge and skills contained within that course through an alternative performance-based assessment. The necessity for an alternative performance-based assessment must be determined through the student's individualized education plan (IEP). The alternative performance-based assessment will be evaluated using a state-approved rubric.

Awarding Credit

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

Schedule Changes

The Board of Education procedure for schedule changes is:

(1) Students register in the spring for the next academic year's courses.

(2) Prior to the beginning of the term, students will have an opportunity to make a schedule adjustment request. Student initiated schedule changes may be requested during the first two days of the term and are subject to approval by the school administration. Other schedule changes may be made during the term if extenuating circumstances exist, and the school

administration approves the changes.

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

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 examination(s) [with the exception of American/US History], administered and graded under the supervision of the principal or his/her designee of the high school at which the student is seeking enrollment.

Sumner County Schools will honor the letter grades reflected on the transcript of the transferring student from schools in Categories 1, 2, 3, and 1-SP from the Tennessee Department of Education's list of approved

schools. For a complete list of these schools, please visit <https://www.tn.gov/content/tn/education/school-options/non-public-schools.html>

Summer School Statement

Credit for summer school will only be accepted from schools approved by state board of education. None of the subjects required for graduation shall be taken for the first time during a summer school session in any school system without the permission of the principal of the school where the student is enrolled full-time.

Dual Enrollment, Joint Enrollment, and Dual Credit

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

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

*Dual Enrollment – defined for Sumner County schools

High school juniors or seniors earn both high school units and college credit upon successful completion of college level courses. All Dual Enrollment classes meet on the high school campus.

*Joint Enrollment – defined for Sumner County schools

High school seniors earn college credit **only** for successful completion of college level courses. Classes meet outside of the regular school day. A student must be enrolled in four classes per term at his/her home base school.

*Local Dual Credit – defined for Sumner County schools

Students may be eligible to receive post-secondary credit for specific high school courses upon successfully completing those courses, passing an assessment developed and/or recognized by the granting postsecondary institution, and enrollment in the post-secondary institution that has an articulation agreement with Sumner County Schools.

*Statewide Dual Credit – defined for Sumner County schools

In the statewide courses, students may be eligible to receive

postsecondary credit to any public post-secondary institution in Tennessee by passing a challenge exam created by Tennessee secondary and postsecondary faculty. Students who meet or exceed the established cut score set for the exam earn credits that can be applied to any public postsecondary institution in Tennessee.

*Capstone Industry Certification – defined for Sumner County schools

Career and technical education courses that are aligned to a capstone industry certification recognized by the Tennessee Department of Education are eligible for additional percentage point weighting for students who sit for the identified industry certification exam.

AP@ -- defined for Sumner County schools

Sumner County offers Advanced Placement (AP®) courses in each of its zoned high schools. These courses incorporate the learning

objectives and course descriptions as defined by the College Board and prepare students for culminating national exams that, if passed, may be accepted for postsecondary credit by postsecondary institutions. AP® courses are eligible for additional percentage point weighting for students who sit for the aligned culminating exam.

Articulated Programs

Students may be eligible to receive post-secondary credit for specific high school courses upon successful completion of those courses and enrollment in a post-secondary institution that has an articulation agreement with Sumner County schools. Students should check with the post-secondary school where they intend to enroll to determine if an articulation agreement exists with Sumner County schools.

Optional School Settings

R.T. Fisher Alternative High School

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

E.B. Wilson (Virtual & Hybrid)

E. B. Wilson Virtual High School is a school for students who wish to attend a full-time high school in a non-traditional, virtual setting. Students seeking admission must complete an application for admission and an interview. For more information, visit www.ebw.sumnerschools.org.

Sumner County Middle College High School

Sumner County Middle College High School at Volunteer State Community College is a stand-alone high school that allows student to earn high school credits while earning college credit. All classes are taken on the VSCC campus and count toward an Associate's Degree. Students who join the program as juniors have the opportunity to finish an Associate's Degree by the time they graduate from high school. Students who join as seniors can earn 24 – 27 college credits by high school graduation. Applicants must take the ACT and have a composite score of at least 19 with minimum sub-scores in math and reading of 19 and minimum sub-score of 18 in English. Applicants must also have a minimum of 10 high school credits. Applications are available all year with a March deadline for students who plan to enter in the fall. For more information, visit www.scmc.sumnerschools.org

Sumner County Middle Technical College High School (MTCHS) is a partnership between Sumner County Schools and Tennessee College of Applied Technology (TCAT). The campus is located in Portland next to Portland East Middle School. Open to rising juniors and seniors in Sumner County, the school currently offer six programs of study including welding, advanced manufacturing technology, building construction technology, computer information technology, cosmetology, machine tool technology, and welding technology. Students successfully completing the requirements at MTCHS will have the opportunity to graduate with both a high school diploma and a TCAT certificate. For more information, visit www.mtc.sumnerschools.org

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. Attendance, discipline, availability of courses, availability of space, and appropriate progress will be considered for admission and removal from the program. A student may participate when:

1. The parent or legal guardian gives written permission for the student to enroll and
2. The student has previously taken an initial, non-credit recovery section of the proposed course and has earned a grade of 50-69 and
3. The student mastered at least 50% of the course standards as evidenced by the course grade must re-take the course.
4. The school has deemed participation appropriate.

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

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

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

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

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

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

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

Students passing credit recovery shall receive a grade of seventy percent (70%). The student transcript shall denote that the credit was attained through credit recovery. The original failing grade may also be listed on the transcript, but shall not factor into student GPAs, in accordance with the State Board of Education's Uniform Grading Policy (3.103).

Initial Credit of Virtual Courses

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

- All virtual classes taken outside on the typical school day must be recommend by a school counselor and/or approved by the high school principal prior to beginning the virtual class.
- Before beginning a virtual class, the student and parent must read and sign the Virtual Class Student Commitment.
- Schools will code virtual classes as 'VS' on transcripts. The transcript will reflect the grade earned, and it will count in the student's GPA.
- Students can take a maximum of two (2) virtual classes per semester while enrolled at their home school. If more than two virtual courses are desired, the student may pursue enrollment at E.B. Wilson, which would allow a student to enroll as a full-time virtual school student.
- For purposes of ranking valedictorian and salutatorian, only classes in a student's schedule will count in the number of honors and AP credits. Hence any virtual class taken in addition to a student's normal school schedule (4 classes per semester) will not be counted in the number of honors and AP credits.
- If a student fails a virtual class, a grade of 'F' will be recorded on the transcript.
- Students enrolling in virtual classes are expected to adhere to the same regulations for academic integrity as other students.
- In order to meet the requirements set by the NCAA Eligibility Center, the entire virtual class and all assessments pertaining to the course must be completed.

ACADEMIC RECOGNITION/GPA for Students

A. 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 courses 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 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 typical school schedule will count in the number of honors and AP credits. Hence any virtual class taken in addition to a student's normal school schedule (4 classes per semester) will not be counted in the number of honors and AP credits. 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.
2. Credits earned prior to entering the ninth grade will not be included in the computation of grade point average and academic recognition.
3. Students must be enrolled full-time at the home base school to be eligible for 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. 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 for a transfer student with fewer than the last five of the eight terms to share the position of valedictorian or salutatorian.

B. Graduation Distinctions

State Honors

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

District Distinction

Students shall be recognized as graduating with district distinction if they have met the graduation requirements, have obtained an overall grade point average of 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 nineteen (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 Tennessee Tri-Star Scholar upon graduation from high school. The public high school shall recognize the student's achievement at the graduation ceremony by placing an appropriate designation on the student's diploma or other credential. The student shall be noted as a Tennessee Tri-Star Scholar in the school's graduation program.

State Distinction

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

- 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 or SAT equivalent.
- Attain a score of 3 or higher on at least two advanced placement exams.
- Successfully complete the International Baccalaureate Diploma Programme.
- Earn 12 or more semester hours of postsecondary credit.

Tennessee Seal of Biliteracy

LEAs shall recognize students who have attained an elevated level of proficiency in speaking, reading, and writing in one (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 three (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 three (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 ten (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.

Activities During Instructional Time

In order to preserve the integrity of the instruction block, activities that interrupt the instructional setting must be kept to a minimum.

Field trips and contests are an important part of school life but do impact the instructional block. Therefore, each school will carefully evaluate each request for a trip to determine the educational value of the activity

School-wide activities such as pep rallies and assemblies are also important; however, it is advisable those activities not exceed 360 minutes per term and that an individual class not be impacted more than 90 minutes per term.

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.

APPROVED HONORS COURSES FOR WESTMORELAND HIGH SCHOOL

Honors English I, II, III, IV, & Dual Enrollment English 12
Honors Foreign Language I, and II
Honors U. S. History
Honors World History
Honors Biology I and II
Honors Anatomy & Physiology
Honors Chemistry
AP US History
Honors Physics
Honors Algebra I and II
Honors Geometry
Honors Applied Mathematics
Honors Pre-Calculus
Honors Calculus
AP Statistics
AP Calculus
Dual Enrollment Machining
Dual Enrollment Public Speaking
Dual Enrollment Psychology
Dual Credit Plant Science

POINTS OF CONSIDERATION WHEN REGISTERING:

Registration is a very important process! Decisions made at this time affect not only your high school years, but also the future. Use the following criteria when deciding on the courses of study you wish to pursue.

1. Does this course meet graduation requirements?
2. Are there prerequisites for this course (either previous course work or grades)?
3. What are my future plans for study and/or employment?
4. Am I interested in this subject?

Register for yourself and not according to what your friends are doing. Your decisions affect your life. Your counselor will be glad to help you. Decisions this spring will be final. Schedule changes next fall will be restricted to urgent situations.

SPECIAL NOTES

The making of a class is determined by the number of students that enroll in the course, the availability of placing the course in the master schedule, and certification of the staff to teach the course.

Selection of courses and meeting requirement for earning a high school diploma is the student's responsibility.

If a term of English is failed, students are encouraged to go to summer school or credit recovery prior to the next academic year.

Students planning to graduate in less than four years must file a statement of "intent to graduate" with the principal of his/her school prior to the beginning of their final year. Forms for this purpose are available in the counseling office. This does not apply at the end of the seventh term of a student's senior year.

For students who choose to graduate early, their rank in class will remain with the year of entry into high school.

Under FERPA, an LEA must provide notice to parents of the types of student information that it releases publicly. This type of student information, commonly referred to as "Directory information," includes such items as names, addresses, and telephone numbers and is information generally not considered harmful or an invasion of privacy if disclosed. "Directory information" will not be provided with a written request from parent stating that this type of information be embargoed.

To be eligible for the Tennessee State Lottery Scholarship, a student must have a 3.0 GPA on a 4.0 scale or secure a score of 21 on the ACT Exam. This policy is subject to annual revisions by the Tennessee State Board of Education.

The national collegiate Athletic Association (NCAA) passed legislation that will change the requirement for high school students who wish to participate in intercollegiate athletics. These requirements became effective August 1, 2005. See your school counselor for these changes.

If the content in this registration booklet should be questioned for accuracy, the final authority for reference and decision will be the Sumner County Board of Education curriculum guide.

Exceptions to the CURRICULUM COORDINATION GUIDE

The Director of Schools, Assistant Director of Schools for Instruction, or the Sumner County Board of Education may approve exceptions to the policies included in this manual. Any additional changes made by the Tennessee Board of Education and/or Sumner County Board of Education after the publication of this registration book will be implemented as described by TBOE/SBOE.

Ready Graduate Measures

The *Ready Graduate* criteria include the following four measures for graduates from the class of 2018. To be considered ready graduates, students must meet at least one of the following:

- Score of **21 or higher on ACT** (or 1060 or higher on the SAT); **or**
- Complete **4 early postsecondary opportunities (EPSOs)**; **or**
- Complete **2 EPSOs and earn an industry certification**; **or**
- Complete **2 EPSOs and earn a score of military readiness on ASVAB AFQT.**

Please note these data for 2018-19 accountability reflect individuals in the graduating class of 2017-18. These data types include the following:

Ready Graduate Criteria	Evidence of Completion
American College Testing (ACT)	Earn a composite score of 21 or higher
Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)	Earn a score of 31 or higher**
Scholastic Aptitude Test (SAT)	Earn a composite score of 1060 or higher
Early Postsecondary Opportunities	
Advanced Placement (AP)	Complete course and attempt exam
Cambridge International Examinations (CIE)	Complete course and attempt exam
College Level Examination Program (CLEP)	Earn a passing score of 50 or higher on exam
Dual Enrollment	Complete course
Industry Certification (IC)*	Earn passing score on exam and/or complete licensure requirements
International Baccalaureate (IB)	Complete course and attempt exam
Local Dual Credit	Complete course and attempt exam
Statewide Dual Credit	Complete course and attempt exam

TNDOE: https://www.tn.gov/content/dam/tn/education/ccte/ccte_ready_graduate_overview_2018-19.pdf

NATIONAL TESTS

- **CEEB (College Entrance Examination Board)** The following is a brief description of the major types of national tests that are offered in preparation for applying to colleges. Application packets are available in the Counseling Center. For more information go to (www.collegeboard.org or www.ACT.org).
- **ACT (American College Testing Program):** Four 35-50-minute tests are given in academic areas of English usage, Mathematics usage, Social Science Reasoning, and Natural Science Reasoning. ACT reports scores with 4 separate scores and an average (composite) score. ACT is traditionally taken by juniors and seniors.
- **PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Qualifying Test):** Given in October to sophomores and juniors who sign up, the PSAT is the basis for merit scholarships for juniors.
- **SAT I (Scholastic Assessment Test):** Many competitive colleges and universities require the SAT for admission. It is a three-hour test in two sections measuring verbal and mathematical reasoning ability.
- **AP (Advanced Placement Tests):** AP tests are given in May. The tests are usually three hours in length and are based on college level courses taken in high school. Usually, a score of 3 or better earns college credit in that subject.

Tennessee Promise

The Tennessee Promise is a statewide program that seeks to remove the financial burden for Tennessee high school students attending college. It also provides mentors to help students with the process of attending college. Seniors must complete the application, submit the FAFSA, attend mandatory meetings, and complete community service hours.

FINE ARTS

INTRODUCTION

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

1 credit
Open to grades 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, ceramics, and sculpture.

ADVANCED ART

1 credit
Open to grades 10-12

This advanced course encompasses a deeper exploration of art forms such as scratch board, print making, acrylic painting, and sculpture. Art history and the study of artists are balanced with the studio lessons. The student will also have this opportunity to develop their own individual art style.

GENERAL CHOIR

1 credit
Open to grades 9-12
Prerequisite: none

General Choir is open to any student grades 9-12, who is interested in music and has a desire to better their singing and performing ability. 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.

ADVANCED CHOIR

1 credit
Open to grades 10-12
Prerequisite: General Choir
Advanced Choir is open to students, grades 10-12, who have fulfilled all requirements in the General Choir. Acceptance in this choir is through audition only. Students must be in choir all year to participate in this group. These students must have a desire to further their musical knowledge and better their singing and performing ability. In this class, students will refine their music reading skills and gain a greater understanding of proper vocal technique and performance. This group will have greater opportunities to perform individually and as a group. Because this is a performing group, after-school hours will be required.

MUSIC THEORY THROUGH GUITAR (3566)

1 credit
Open to grades 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.

All students in this class must provide their own acoustic guitar, tuner footrest, and book. (You must have an acoustic guitar, not electric.)

GENERAL MUSIC (3505)

1 credit
Open to grades 9-12

A single-term course that, for the first quarter, covers the various eras and creations of our modern music through the composers, world events and how it relates to our world now. The second quarter involves the discovery of music in its role of sound design for movies and television.

CONCERT BAND (3567)

2 credits
Open to grades 9-12

An instrumental music course that teaches the beginning and novice musician a strong foundation of musical awareness. Students can be provided the instruments on limitation. Students will work in a class setting and independently at their level to advance their individual instrument skill. **This is for non-marching students only (expected to be followed by Concert Band term 2 or Symphonic band). Director permission required for Concert Band term 2.**

MARCHING BAND (3567)

2 credits
Term 1
Open to grades 9-12

This course is for all active members of the Marching Eagles Program ONLY. Musicians will work on the physical and musical aspects of the marching arts. Students will be required to dress out and go outside on

a regular basis. **This course is expected to be followed by Concert Band or Symphonic Band.**

SYMPHONIC BAND (3567)

2 credits

Term 2

Open to grades 9-12

This is for more advanced instrumental musicians to enhance their musical abilities through more advanced selections, honor bands, and performance concerts. Musicians will learn advanced musical theory and abilities.

GUARD

Non-credit

Open to grades 9-12

Guard is a non-credit course for members of the band's flag corp. This course requires previous experience or director's consent to enroll. This course requires participation in after school rehearsals and functions.

THEATRE ARTS I-DRAMA

1 credit

Open to grades 10-12

This class consists of activities that explore communication skills and make students better able to interact with others. They will attain an understanding of the makings of a play (memorizing a script, creating a set, making costumes, and choosing music, advertising and promoting the play.) This course **also requires after school practice and functions.** If you are absent, it is possible that **your grade could be affected.**

HEALTH, PHYSICAL FITNESS, & WELLNESS

INTRODUCTION

The Physical Education program promotes physical fitness and recreation to students in leisure hours both during their school years and in

their adult life. The activities should lead to the development of coordination, strength, skills, and endurance. The health, physical fitness and wellness curriculum will integrate concepts from each of these areas and may be taught by a team of teachers from one or more teaching areas, including health, physical education, home economics, and health science and technology education. **Participation in marching band and interscholastic athletics may not be substituted for this aspect of the core curriculum.** Students must earn 1 credit to be in compliance with the state mandated requirement for graduation.

LIFETIME WELLNESS

1 credit

Open to grades 9-12

This course is a graduation requirement for those students entering the 9th grade. The course is designed to help students make choices about their health. The course will focus on the principles of lifetime wellness, not solely on activity and sports. Topics to be covered include disease prevention, mental health, nutrition, personal fitness, and related skills, safety and first aid, and sexuality and family life.

PHYSICAL EDUCATION

½ Credit

Open to grades 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.

STRENGTH & CONDITIONING

1 Credit

Open to grades 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.

EXTRA CURRICULAR SPORTS PROGRAMS

Girls Basketball
Boys' Basketball
Football
Cheerleading
Baseball
Softball
Volleyball
Golf
Cross Country
Track
Soccer

LANGUAGE ARTS

INTRODUCTION

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 choosing 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 year.

RESOURCE ENGLISH 9, 10, 11, 12

1 credit

Open to grades 9-12

Prerequisite: Approval by Pupil Services

This course is designed to provide English instruction for students who have special needs in English.

STANDARD ENGLISH 9 A/B

2 credits

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

Open to grades 9-12

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 in order 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.

HONORS ENGLISH 9

1 credit

Open to grades 9-12

Prerequisite: 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 in order 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 9 A / B **ENGLISH 10 A / B** **(RTI)**

2 credits

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

Open to grades 9-12

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 in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

STANDARD ENGLISH 10

1 credit

Open to grades 10-12

Prerequisite: English 9

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 in order 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.

HONORS ENGLISH 10

1 credit

Open to grades 10-12

Prerequisite: English 9, 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 in order 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.

STANDARD ENGLISH 11

1 credit

Open to grades 11-12

Prerequisite: English 10

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.

HONORS ENGLISH 11

1 credit

Open to grades 11-12

Prerequisite: English 10, 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.

DUAL ENROLLMENT PUBLIC SPEAKING

1 credit

Open to grades 11 and 12

Prerequisite: English 10

ACT English 18 or above

ACT Reading 19 or above

Admission to VSCC

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.

STANDARD ENGLISH 12

1 credit

Open to grade 12

Prerequisite: English 11

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 in order to enrich critical thinking and communication skills.

HONORS ENGLISH 12

1 credit

Open to grade 12

Prerequisite: English 11, 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 in order to enrich critical thinking and communication skills.

DUAL ENROLLMENT ENGLISH 12

1 credit

Open to grade 12

Prerequisite: English 11

ACT English 18 or above

ACT Reading 19 or above

Admission to VSCC

This is a course which will allow students to earn high school credit as well as college credit. There is a fee charged which is assigned by Volunteer State Community College. This course will focus on an in-depth study of oral and written communication. Students will be required to write argumentative compositions based on issues raised in essays and literary work, emphasis on research skills, support and revisions.

JOURNALISM-YEARBOOK

1 – 4 credits

Open to grades 9-12

Journalism-Yearbook offers the student the experience of creating the school yearbook. Verbal and written communication skills are learned through regular assignments involving interviews and feature writing. Students are offered the opportunity of artistic expression in the design of the book and the layout of the pages. Business skills are acquired through the experience of selling ads and financing the yearbook. This practical and “hands-on” approach encourages responsibility and creativity. Requires 2 summer meetings and Code Red participation.

STANDARD CREATIVE WRITING

½ Credit

Open to grades 10-12

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 and genres of writing, and utilize evaluation and revision skills.

STANDARD SPANISH I

1 credit

Open to grades 9-12

Prerequisite: None

Spanish I standard covers the same material as honors using the same text but at a slower pace. The course covers basic vocabulary and teach phrases that are useful for everyday basic conversation.

HONORS SPANISH I

1 credit

Open to grades 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 with simple reading and writing also included.

STANDARD SPANISH II

1 credit

Open to grades 10-12

Prerequisite: Standard Spanish I

Spanish II continues in the same book as Spanish I covering Chapters 6-10. The instructor will stress more grammar and speaking. Students continue learning more vocabulary covering clothing, foods, and everyday verbs.

HONORS SPANISH II

1 credit

Open to grades 10-12

Prerequisite: Spanish I

This course is a continuation of the development of the reading, writing, speaking, and listening skills which were begun in Spanish I. There is also

a continued study of the cultures of Spanish speaking countries

STANDARD SPANISH III

1 credit

Open to grades 10-12

Prerequisite: Spanish I and II

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.

STANDARD SPANISH IV

1 Credit

Open to grades 11 and 12

Prerequisite: Spanish III

This class is a continuation of topics discussed in Spanish III and will provide additional opportunities for students to experience the Spanish speaking world.

MATHEMATICS

INTRODUCTION

The mathematics curriculum is designed to prepare students to receive a regular diploma. Students will be prepared to begin entry-level college Algebra and those students who choose the full advanced math track should be prepared for beginning college calculus.

RESOURCE MATHEMATICS

1 credit

Algebra 1A, Algebra 1B, Geometry

1A, Geometry 1B

Prerequisite: Approval by Pupil Services

This is designed to provide mathematics instruction for students

who have special needs in mathematics.

STANDARD ALGEBRA I A / B

2 credits

(1 per term: 1 elective, 1 required math)

Open to grades 9-12

Algebra I emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial, rational and exponential functions with domains in the integers. Students explore the structures of and interpret functions and other mathematical models. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically. Students must master the objectives covered on the state mandated Algebra Exam taken at the conclusion of the Algebra I-B course.

ALGEBRA I A/B **ALGEBRA II A/B** **(RTI)**

2 credits

(1 per term: 1 elective, 1 required math)

Open to grades 9-12

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 in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

HONORS ALGEBRA I

1 credit

Open to grades 9-12

Prerequisite: Teacher

Recommendation & multiple 8th grade data points

A student enrolling in this course should have demonstrated a better-than-average understanding of basic math concepts presented in the eighth grade. Algebra I emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial, rational and exponential functions with domains in the integers. Students explore the structures of and interpret functions and other mathematical models. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically. This course will be faster paced and will require additional components. 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.

STANDARD ALGEBRA II A/B

2 credits

(1 per term: 1 elective, 1 required math)

Open to grades 10-12

Prerequisites: Algebra I

Algebra II emphasizes polynomial, rational and exponential expressions, equations, and functions. This course also introduces students to the complex number system, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically. An end-of-course exam created by the State is

mandated at the conclusion of the course.

HONORS ALGEBRA II

1 credit

Open to grades 10-12

Prerequisites: Honors Algebra I is recommended.

Algebra II emphasizes polynomial, rational and exponential expressions, equations, and functions. This course also introduces students to the complex number system, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically. This course will be faster paced and will require additional components. An end-of-course exam created by the State is mandated at the conclusion of the course.

STANDARD GEOMETRY

1 credit

Open to grades 10-12

Prerequisite: Algebra I

Geometry emphasizes similarity, right triangle trigonometry, congruence, and modeling geometry concepts in real life situations. Students build upon previous knowledge of similarity, congruence, and triangles to prove theorems and reason mathematically. This course also introduces students to geometric constructions and circles. Students show a progression of mastery and understanding of the use and application of surface area and volume. Students must master the objectives covered on the state mandated Geometry Exam taken at the conclusion of the course.

HONORS GEOMETRY

1 credit

Open to grades 10-12

Prerequisite: At least a “C” average in Honors Algebra I is recommended.

This course is for the college-bound student who plans to enter a field related to math, science, or engineering. Geometry emphasizes similarity, right triangle trigonometry, congruence, and modeling geometry concepts in real life situations. Students build upon previous knowledge of similarity, congruence, and triangles to prove theorems and reason mathematically. This course also introduces students to geometric constructions and circles. Students show a progression of mastery and understanding of the use and application of surface area and volume. This course will be faster paced and will require additional components. Students must master the objectives covered on the state mandated Geometry Exam taken at the conclusion of the course.

HONORS PRECALCULUS

1 credit

Open to grades 11-12 with teacher recommendation

Prerequisites: Honors Algebra I, Honors Geometry, Honors Algebra II,

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.

HONORS CALCULUS

1 credit

Open to grade 12 with teacher recommendation

Prerequisites: Honors Algebra I, Advanced Geometry, Honors Algebra II, Honors Pre-Calculus

Calculus is designed for students interested in STEM-based careers and builds on the concepts studied in precalculus. The study of calculus on the high school level includes a study of limits, derivatives, and an introduction to integrals. This course will be faster paced and will require additional components.

AP CALCULUS – Advanced Placement

1 credit

Open to grade 12

Prerequisite: Honors Calculus

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.

BRIDGE MATH

1 credit

Open to grade 12

Prerequisite: Open to students who earn less than a 19 in MATH on the ACT

Bridge Math is a course intended to build upon concepts taught in previous courses to allow students to gain a deeper knowledge of the real and complex number systems as well as the structure, use, and application of equations, expressions, and functions. Functions emphasized include linear, quadratic and polynomial. Students continue mastery of geometric

concepts such as similarity, congruence, right triangles, and circles. Students use categorical and quantitative data to model real life situations and rules of probability to compute probabilities of compound events.

BRIDGE MATH – SAILS

1 Credit

Open to grade 12 (students who score less than 19 on Math section of ACT and plan to go to college)

Prerequisite: Algebra I, Geometry, and Algebra II

This course is a dual-credit online course offered through the state of TN in conjunction with the TBR 2-year colleges. Students who score close to the required 19 on the Math section of the ACT are highly encouraged to take this course. Upon completion, students earn both their fourth high school math credit and are able to bypass the college requirement of a remedial math course. Key concepts from Algebra I & II and Geometry will be explored.

AP STATISTICS

1 Credit

Open to grade 12

Prerequisite: Algebra I, Algebra II, and Geometry.

Statistics is designed to introduce students to the major 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. This course will be faster paced and will require additional components.

APPLIED MATHEMATICAL CONCEPTS

1 credit

Open to grade 12 for students scoring at or above a 19 in Math on ACT

Prerequisite: Algebra 1, Geometry, and Algebra II

Applications and modeling using mathematics are the primary foci of this course and include the following topics: Counting, Combinatorics, and Probability, Financial Math, and Linear Programming (such as maximizing capacity while minimizing costs).

HONORS APPLIED MATHEMATICAL CONCEPTS

1 credit

Open to grades 11-12

Prerequisite: Algebra 1, Geometry, and Algebra II

This course is for college-bound students. Applications and modeling using mathematics are the primary foci of this course and include the following topics: Counting, Combinatorics, and Probability, Financial Math, and Linear Programming (such as maximizing capacity while minimizing costs). This course will be faster paced and will require additional components.

SCIENCE

INTRODUCTION

Westmoreland High School offers a science curriculum that includes courses available to every student in grades 9-12. The program includes Physical Science for grade 9, Biology for grade 10, and Anatomy and Physiology, Chemistry and Physics for grades 11 and 12. All courses except Chemistry and Physics are offered every year. These are offered every other year.

RESOURCE PHYSICAL SCIENCE

1 credit

Prerequisite: Approval by Pupil Services

This course is designed to provide Science instruction for students who have special needs in science.

RESOURCE BIOLOGY A

1 credit

Prerequisite: Approved by Pupil Services

This course is designed to provide Science instruction for students who have special needs in science.

RESOURCE BIOLOGY B

1 credit

Prerequisite: Approved by Pupil Services

This course is designed to provide Science instruction for students who have special needs in science. Students must master the objectives covered on the state mandated Biology Exam taken at the conclusion of the course.

HONORS PHYSICAL SCIENCE

1 credit

Open to grade 9

Prerequisite: Students should have at least a "C" average in Biology or a recommendation of a teacher to register for this course.

Physical Science will serve an introductory course for Chemistry and Physics. This science fulfills one of the three laboratory science requirements needed for graduation. Topics include motion, forces, work, elements, organic and inorganic compounds, chemical reactions, sound, light heat, electricity, and nuclear energy. Students will be required to use some basics algebra, perform experiments, interpret data and use higher order thinking skills to

apply the principles of physics to everyday phenomena.

STANDARD PHYSICAL SCIENCE

1 credit

Open to grade 9

The course goal of Standard Physical Science will be to develop an understanding of matter and energy relationships in order to enable a scientifically literate population to apply those principles in creative problem solving. It will serve an introductory course for Chemistry and Physics. This science fulfills one of the three laboratory science requirements needed for graduation.

STANDARD BIOLOGY I

1 credit

Open to 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. Students must master the objectives covered on the state mandated Biology Exam taken at the conclusion of the course.

HONORS BIOLOGY I

1 credit

Open to grade 11

Prerequisite: Teacher recommendation & multiple 8th grade data points

Honors Biology I is a more specialized study of biological science designed to supplement studies of college-bound students especially interested in science. 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. A state mandated examination will be given at the end of this course.

HONORS BIOLOGY II

1 credit

Open to grades 11 & 12

Prerequisite: Students should have at least a "B" average in Honors biology I

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.

HONORS ANATOMY AND PHYSIOLOGY

1 credit

Open to grades 11 & 12

Prerequisite: Biology I

This course explores human anatomy, with emphasis on physiology. The twelve systems of the body are studied in great 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.

HONORS CHEMISTRY

1 credit

Open to grades 10 - 12

Prerequisites: Honors Algebra I, Honors Physical Science. Completed and/or presently enrolled in Honors Algebra II and teacher recommendation.

Honors Chemistry is designed for those students with a strong academic background in science. This course includes 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.

STANDARD CHEMISTRY

1 credit

Open to grades 10 - 12

Prerequisite: Enrolled in or have completed Standard Algebra II

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

HONORS PHYSICS

1 credit

Open to grades 11 & 12

Prerequisites: Honors Algebra II & Honors Geometry

Students should preferably have had or be simultaneously enrolled in Trigonometry. 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.

SOCIAL STUDIES

INTRODUCTION

In order to provide for better content coverage, the survey course in U.S. History has been returned to the curriculum. The survey course will provide in-depth background information for college testing and will help prepare students for responsible living in a democratic society.

STANDARD U. S. HISTORY & GEOGRAPHY

1 credit

Open to grades 11 & 12

The History of the United States and Geography will begin with a thorough study of Post Reconstruction Industrialization in 1877 and conclude with more current events of the modern U.S. Students should expect an in-depth and chronological study of the major topics, eras, and themes that have shaped our nation. Additionally, influential figures, personalities, and events will be examined teaching students to think critically regarding the impact of these individuals and events on the history of our nation. “The most effective way to destroy people is to deny and obliterate their own understanding of their history.” George Orwell. Students must master the objectives covered on the state mandated U.S. History Exam taken at the conclusion of the course.

HONORS U.S. HISTORY & GEOGRAPHY

1 credit

Open to grades 11-12

Prerequisite: GPA 3.0 or above

The aforementioned material will also apply to advanced classes with the following addition:

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.

AP U. S. HISTORY

2 credits

Open to grade 12

Prerequisite: Teacher recommendation

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 on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

STANDARD WORLD HISTORY & GEOGRAPHY

1 credit

Open to grades 10-12

This course provides a study of the early major civilizations through current modern history. Great attention is given to balancing political and economic developments with the growth of ideas, religion, education, arts, and other aspects of intellectual and social history.

HONORS WORLD HISTORY & GEOGRAPHY

1 credit

Open to grades 9-12

Prerequisite: Teacher recommendation & advanced TCAP score

Students receiving credit for Honors World History 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.

STANDARD ECONOMICS

½ credit

Open to grades 10-12

This course will include the study of supply and demand, profit motives, and the principles of production and cost. Other areas of importance that will be studied are uses of monetary and fiscal policy, an overview of international trade and finance, the macroeconomic concepts of unemployment and inflation, and the operation of the market system.

STANDARD U. S. GOVERNMENT

½ credit

Open to grades 10-12

This course shows students how government in the United States works and how they can participate in it. Students should gain an understanding of what is occurring in our government at all levels, local, state, and national. There will be an in-depth study of the U.S. Constitution and the political system and its development in the United States.

CONTEMPORARY ISSUES – STANDARD

½ Credit

Open to grades 10-12

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.

DUAL ENROLLMENT PSYCHOLOGY

1 credit

Open to grade 12 (8th term only)

Prerequisite: Open to seniors with an ACT score of 19 on both English & Reading

This is a course which will allow students to earn high school credit as well as college credit. There is a fee charged which is assigned by Volunteer State Community College. This course will focus on an in-depth study of theories of individual behavior and its effects upon society, group interaction skills and deductive/inductive reasoning enhancement.

PERSONAL FINANCE

1/2 or 1 credit

Open to grades 9-12

Prerequisite: None

Personal Finance is a course which first helps students develop a foundation in the fundamentals of personal finance. Upon completion of these standards, students will then have an opportunity to use the knowledge and skills gained to explore types of financing and investments, the stock market, and stock valuation. Students acquire an understanding and appreciation of the need for saving and investing. The capstone activity of the course is the development of a diversified stock portfolio. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking

skills. Application of investment strategies is an on-going component of the course.

ACT PREP

½ credit

Open to Grades 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 important strategies including skimming, previewing, summarizing, interpreting, synthesizing, evaluating, and applying information through ongoing work with ACT tests. Students will take ACT practice assessments.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

Sumner County and the Tennessee's Career and Technical Education (CTE) Division has adopted the National Career Clusters Model of 16 career clusters and is developing programs of study within these clusters. Each High School has developed at least one program of study within this model. Programs of study will present a clear focus on relevant content needed by students for a sequential rigorous course of study leading to a career or postsecondary study in an area of concentration.

CTE PROGRAMS OF STUDY

- **Veterinary & Animal Science**-Agriscience, Small Animal Science, Large Animal Science
- **Agricultural Engineering & Applied Technology**-Agriscience, Ag Mechanics, Ag Power & Equipment, Biosystems Engineering
- **Horticulture Science**-Agriscience, Plant Science & Hydroculture, Greenhouse Management, Landscaping & Turf Science
- **Architectural & Engineering Design**-Architectural & Design I, Architectural & Design II, Architectural & Design III, AP Calculus
- **Residential & Commercial Construction**-Fundamentals of Construction, Residential & Commercial I, Residential & Commercial II
- **Structural Systems**-Fundamentals of Construction, Structural Systems I, Structural Systems II
- **Business Management**-Intro to Business & Marketing, Business Communications/Accounting I, Business Management
- **Office Management**-Computer Applications, Business Communications, Business Management, Advanced Computer Applications
- **Accounting**-Intro to Business & Marketing, Accounting I, Accounting II, Statistics
- **Marketing Management** – Introduction to Business & Marketing, Marketing and Management I, Marketing and Management II
- **Banking & Finance**- Intro to Business & Marketing, Accounting I, Banking & Finance, Financial Planning
- **Coding** – Computer Science Foundations, Coding I, Coding II
- **Nursing Services**-Health Science Ed., Anatomy & Physiology, Medical Therapeutics, Nursing Education
- **Therapeutic Services**-Health Science Ed., Anatomy & Physiology, Medical Therapeutics, Clinical Internship
- **Emergency Services**-Health Science Ed., Anatomy & Physiology, Medical Therapeutics, Emergency Medical Services
- **Fashion Design**-Visual Art I, Foundations of Fashion Design, Fashion Design
- **Human and Social Sciences**-Intro to Human Studies, Lifespan Development, Family Studies, Psychology
- **Dietetics & Nutrition**-Intro to Human Studies, Nutrition Across the Lifespan, Psychology
- **Machining Technology**-Principles of Manufacturing, Principles of Machining I, Principles of Machining II
- **Welding**-Principles of Manufacturing, Welding I, Welding II
- **Teaching as a Profession** – Introduction to Teaching as a Profession, Teaching as a Profession I, Teaching as a Profession II

AGRICULTURE

AGRISCIENCE

Credit: 1

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

PRINCIPLES OF AGRICULTURE MECHANICS

Prerequisite: Agriscience

Credit: 1

This is a course that introduces students to basic skills and knowledge in construction and land management for both rural and urban environments. This course covers topics including project management, basic engine and motor mechanics, land surveying, irrigation and drainage, agricultural structures, and basic metalworking techniques.

AGRICULTURAL POWER & EQUIPMENT

Prerequisite: Agriscience

Credits: 1

This is an applied-knowledge course in agricultural engineering with special emphasis on laboratory activities involving small engines, tractors, and agricultural equipment. The standards in this course address navigation, maintenance, repair, and overhaul of electrical motors, hydraulic systems, and fuel-powered engines as well as exploration of a wide range of careers in agricultural mechanics.

PRINCIPLES OF PLANT SCIENCE AND HYDROCULTURE – DUAL CREDIT

Prerequisite: Agriscience

Credit: 1

This course focuses on essential knowledge and skills related to the science of plant growth. This course covers principals of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics.

GREENHOUSE MANAGEMENT

Prerequisite: Agriscience

Credit: 1

This is an applied-knowledge course 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. Greenhouse Management is a dual credit course with statewide articulation.

LANDSCAPING AND TURF SCIENCE

Prerequisite: Agriscience

Credit: 1

This is an applied-knowledge course designed to provide challenging academic standards and relevant technical knowledge and skills needed for further education and careers in landscape design, maintenance, and turf management. Content includes site analysis and planning, principles of design, and plant selection and care techniques.

SMALL ANIMAL SCIENCE

Prerequisite: Agriscience

Credit: 1

This is an applies course in animal science and care for students interested in learning more about becoming a veterinarian, bet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of small animals, as well as careers, leadership, and history of the industry.

LARGE ANIMAL SCIENCE

Prerequisite: Agriscience

Credit: 1

This is an applied course in veterinary and 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 anatomy and physiological systems of different groups of large animals, as well as careers, leadership, and history of the industry.

ENVIRONMENTAL AND NATURAL RESOURCE MANAGEMENT

Prerequisite: Agriscience

Credit: 1

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.

AGRICULTURAL & BIOSYSTEMS ENGINEERING

Prerequisite: Agriscience

Credit: 1

This is a capstone course that prepares students for further study or careers in engineering, environmental science, agricultural design and research, and agricultural mechanics. Special emphasis is given to the many modern applications of geographic information systems (GIS) and global positioning systems (GPS) to achieve various agricultural goals.

ARCHITECTURE & CONSTRUCTION

FUNDAMENTALS OF CONSTRUCTION

Credit: 1

Recommended Grade Level:
9th – 11th

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

Prerequisite: Fundamentals of Construction

Credit: 1

Recommended Grade Level:
10th – 12th

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

Prerequisites: Residential & Commercial Construction I

Credit: 1-2

Recommended Grade Level:
10th – 12th

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

Prerequisite: Fundamentals of Construction

Credit: 1

Recommended Grade Level:
10th – 12th

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

Prerequisite: Structural Systems I

Credit: 1-2

Recommended Grade Level:
10th – 12th

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.

BUSINESS MANAGEMENT & ADMINISTRATION

COMPUTER APPLICATIONS

Credit: 1

Recommended Grade Level:
9th – 11th

This is a foundational course intended to teach students the computing fundamentals and concepts involved in the proficient use of common application software. Students will gain basic proficiency in word processing, spreadsheets, databases, and presentation software.

ADVANCED COMPUTER APPLICATIONS

Recommended Prerequisites:
Computer Applications

Credit: 1-2

Recommended Grade Level:
10th – 12th

This is a capstone course which students 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 software applications, communication skills, human relations, leadership etc.

BUSINESS COMMUNICATIONS

Recommended Prerequisites:
Computer Applications

Credit: 1

Recommended Grade Level:
10th – 12th

This 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. Students will practice successful styles and methods for professional business communications using proper tools to deliver effective publications and presentations.

BUSINESS MANAGEMENT

Recommended Prerequisites:
Introduction to Business & Marketing

Credit: 1

Recommended Grade Level:
10th – 12th

Students in Business Management will develop a foundation in the many activities, problems, and decisions that are intrinsic to the management of a successful business, as well as an appreciation for the importance of these responsibilities. Areas to be examined include business organization, ethical and legal responsibilities, communication, decision making, personnel, safety, professional development, and related careers. By gaining an understanding

of these areas, students will be better prepared to enhance the business decisions of tomorrow.

MARKETING, DISTRIBUTION & LOGISTICS

INTRODUCTION TO BUSINESS & MARKETING

Credit: 1

Recommended Grade Level:
10th – 12th

This course is intended to provide students with a common set of fundamental knowledge and skills in business, marketing and finance. This foundation will provide students more choice and options as they consider and advance in one of these three career clusters. The common course will also allow districts more flexibility with teacher assignments. Course content includes career exploration, business concepts and operations, foundational financial literacy, marketing concepts, and social responsibility of business.

MARKETING AND MANAGEMENT I

Recommended Prerequisite:
Introduction to Business & Marketing

Credit: 1

Recommended Grade Level:
9th or 10th

No matter the career you wish to seek in your future, whether it be a doctor, lawyer, or professional businessperson, you will benefit from an understanding of how business works. Marketing is a fun, energetic elective for those who want to be challenged. Learning takes place through hands on group projects, case studies, discussions, and current resources that can be applied to the real world. Hands on projects include creating your own product/company, designing your own store, and

developing promotions such as TV advertisements.

ACCOUNTING I

Recommended Prerequisites:
Introduction to Business & Marketing

Credit: 1

Recommended Grade Level:
10th – 12th

This is an essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skillsets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. In this course, proficient Accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Proficient students will be prepared to apply their accounting skills in more advanced Business and Finance courses, and ultimately pursue postsecondary training.

ACCOUNTING II

Prerequisite: Accounting I

Credit: 1

Recommended Grade Level:
11th-12th

This course is an advanced study of concepts, principles, and techniques used by businesses to maintain electronic and manual financial records. This course expands on content explored in Accounting I to cover the accounting processes of a variety of different firms, including merchandising, manufacturing, and service-oriented businesses. Upon completion of this course, proficient students will gain in-depth knowledge of business accounting procedures and their applications to business operations. Upon completion of this

course, students will be prepared for postsecondary study and advanced training in accounting or business. Additionally, completion of this course can lead to a work-based learning (WBL) experience as the program of study capstone.

FINANCIAL PLANNING

Recommended Prerequisites:
Introduction to Business & Marketing

Credit: 1

Recommended Grade Level:
10th – 12th

In this course, students will delve into advanced concepts related to saving, investments, taxation, and retirement planning, and will be responsible for compiling original portfolios of investment and retirement options to present to mock prospective clients. In addition, students will learn to critique the financial consultation of others based on ethical and legal considerations. Upon completion of this course, students will be prepared to pursue advanced study of financial planning, wealth accumulation and management, and market analysis at a postsecondary institution.

BANKING & FINANCE

Recommended Prerequisites:
Introduction to Business & Marketing

Credit: 1

Recommended Grade Level:
10th – 12th

This course is designed to challenge students with real-world banking and financial situations through a partnership with a local financial institution. This business partnership should provide resources for faculty and students that include but are not limited to mentors, seminars, and hands-on experience with day-to-day banking operations. Completion of this course provides students with a foundation for continued education in finance and business administration, specializing in occupations that

support banking and financial institutions.

INFORMATION TECHNOLOGY

COMPUTER SCIENCE FOUNDATIONS

Credit: 1

Recommended Grade Level:
9th-12th

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

Recommended Prerequisite:
Computer Science Foundations

Credit: 1

Recommended Grade Level:
10th- 12th

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.

ARCHITECTURAL & ENGINEERING DESIGN

ARCHITECTURAL & ENGINEERING DESIGN I

Credit: 1

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

Recommended Prerequisites:
Architectural & Engineering Design I

Credit: 1

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

Recommended Prerequisites:
Architectural & Engineering Design II

Credit: 1-2
Recommended Grade Level(s):
10th-12th

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 in order 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.

HEALTH SCIENCE EDUCATION

HEALTH SCIENCE

Credit: 1

Recommended Grade Level(s):
9th -12th

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.

MEDICAL THERAPEUTICS

Credit: 1
Recommended Grade Level(s):
10th – 12th

This course provides knowledge and skills to maintain or change to the health status of an individual over time. This could include careers such as dental, dietetics, medical assistance, home health, nursing, pharmacy, respiratory, social work, nutritionist, Physician, Psychiatrist, Psychologist, Veterinarian, Gerontology Service Provider, Medical Practice owner, Attorney for health care, and others. Health Science course recommended prior to this class.

EMERGENCY MEDICAL SERVICES (Odd years)

Credit: 1

Recommended Grade Level(s):
11th – 12th

Emergency Medical Service (EMS) is designed for students interested in a career in pre-hospital or emergency patient care. Career Options may include Emergency Room Physician, Emergency Medical Technician, Paramedic, or Emergency Room Nurse. Health Science course recommended prior to this class.

ANATOMY & PHYSIOLOGY

Credit: 1

Recommended Grade Level(s):
11th – 12th

Anatomy and Physiology is an upper level course designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems.

HUMAN SERVICES

INTRODUCTION TO HUMAN STUDIES

Credit: 1

Recommended Grade Level: 9th

This is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. This course covers the human needs. Overview of social services, career investigation, mental health, and communication.

LIFESPAN DEVELOPMENT

Recommended Credit: 1

Recommended Grade Level:
10th – 12th

This course builds basic knowledge in human growth and development. The course standards include developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying.

FOUNDATIONS OF FASHION DESIGN

Recommended Prerequisite:
Visual Art I

Credit: 1

Recommended Grade Level:
10th – 12th

This course introduces students to the rich history of the fashion industry and the basic design principles that are integral to its operation. This course studies the history of the fashion industry, elements and principles of design, textile history and composition, as well as basic construction principles.

FASHION DESIGN

Recommended Prerequisite:
Visual Art I and required Foundations of Fashion Design

Credit: 1

Recommended Grade Level:
10th – 12th

This is an applied-knowledge course intended to prepare students to pursue careers in the fashion industry. Building on the knowledge acquired in

Foundations of Fashion Design, this course places special emphasis on apparel manufacturing and merchandising, marketing applications, product and service management, and the creation of an original fashion collection. In addition, students will explore trends in fashion design and engage with industry-specific technologies used to produce a variety of fabrics, garments, and accessories.

NUTRITION ACROSS THE LIFESPAN

Recommended Prerequisite:
Introduction to Human Studies

Credit: 1

Recommended Grade Level:
10th – 12th

This course is for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursuing a variety of scientific, health, or culinary arts professions. This course covers human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity.

FAMILY STUDIES

Prerequisite: Intro to Human Studies

Credit: 1

Recommended Grade Level:
10th -12th

This is an applied knowledge course that examines the diversity and evolving structure of the modern family. Upon completion of the course, proficient students will have knowledge of the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family. Artifacts will be created for

inclusion in a portfolio, which will continue to build throughout the program of study.

STANDARD PSYCHOLOGY

Credit: 1

Recommended Grade Level:

10th – 12th

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.

INDUSTRIAL ARTS EDUCATION

PRINCIPLES OF MANUFACTURING

(Prerequisite for all Industrial Art Classes)

Credit: 1

Recommended Grade Levels:

9th – 10th

This class focuses on the essential principles that must be mastered for a person to be effective in manufacturing production work. The course is intended for students more interested in production than engineering. The course covers customers, quality principles and processes, systems, information in the workplace, the business of manufacturing, and statistical process control. The course is contextual by design. It connects what is being learned to the learner's current experience, past knowledge, and future conduct. Wherever possible, real-world or simulation hands-on experiences become the context in which instruction is delivered.

PRINCIPLES OF MACHINING

Credit: 1

Recommended Grade Level:

9th or 10th

This course focuses on the essential principles that must be mastered for a person to be effective in manufacturing production work. The course is intended for students who are interested in production that integrates machining and engineering. The course covers professional communications with customers, quality principles and processes, systems, information in the workplace, the process of product design to machine parts, and statistical process control. The course is contextual by design. It connects what is being learned to the learner's current experience, past knowledge, and future conduct. Wherever possible, real-world or simulation hands-on experiences become the context in which instruction is delivered.

PRINCIPLES OF MACHINING II

Recommended Prerequisites:

Principles of Machining

Credit: 1-2

Recommended Grade Level:

10th – 12th

This course 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.

WELDING I

Recommended Prerequisites:
Principles of Manufacturing

Credit: 1

Recommended Grade Level:

10th – 12th

This class is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Students enrolled in this course 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.

WELDING II

Recommended Prerequisites:
Principles of Manufacturing and Welding I

Credits: 2

Recommended Grade Level:

11th or 12th

This class 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 in this course 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.

EDUCATION & TRAINING

INTRODUCTION TO TEACHING AS A PROFESSION

Credit: 1

Recommended Grade Level:
9th-12th

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.

Senior Project

Senior Project is a **non-credit** course that provides an opportunity for students to showcase the knowledge, creativity, and skills developed as a result of their twelve years of education. Through the Senior Project experience, students focus on individual and special interests and are held accountable for their own learning. 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 Senior Project Off-Campus Agreement.

Program Components and Standards:

- *Students will apply to enroll in Senior Project and will provide a mentor sheet form to be signed by a responsible mentor.
- *Student and Faculty Coordinator will design time-line expected competencies for Senior Project
- *Student and parent will sign request form for Senior Project
- *Students who do not complete the requirements in the Fall Semester will not be allowed to enroll for the Spring Semester
- *Student and Coordinator will meet prior to each grading period or more frequently if needed

Work-Based Learning

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

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

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

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.