Course Descriptions

English/Language Arts

Students are required to earn four units of English credit. (One each year of high school.)

Sequence:

English I → English II Regular or Honors → English III Regular or Dual Enrollment → English IV Regular or Dual Enrollment

English I:

The course includes the development of appropriate skills in reading comprehension, grammar and language usage, composition, vocabulary development, study techniques, library use, and literature.

English II:

English II is in many ways a continuation of English I, with a commitment to improving the student's writing process, grammar instruction, and readings in a variety of literary works. English II focuses on the study of literature by utilizing texts from all different time periods including modern literature. This course will use multiple literary genres such as short stories, poetry, and novels. A strong emphasis will be placed on grammar and vocabulary in order to help cultivate the students' writing skills. The students will

also focus on persuasive writing and literary analysis/expository writing. This course will also include formal and informal oral presentations and independent novel study.

English II Honors:

English II Honors is designed to prepare students for college-level work. It is similar to English II but pushes the students to excel through a more in-depth study of the literature that is covered and through longer and more challenging writing assignments. The course introduces students to English as a scholarly discipline featuring critical analysis and careful attention to language. As readers and writers, students consider literary texts from a variety of perspectives while they develop their own writing techniques.

English III:

This course is an overview of American Literature from the country's beginnings through modern times. Instruction includes reading, composition practice/theory, group work, computer lab and library introductions and research.

English IV:

English IV is a comprehensive course requiring the student to use the reading, writing, and cognitive-thinking skills developed in previous English classes. Students will establish a solid foundation in reading and writing critically. English IV also provides a chronological survey of British literature from the Anglo-Saxon period to the medieval period to present literary pieces. Focus will be on classis British literature/authors such as *Beowulf*, Sir Thomas Malory, Geoffrey Chaucer, William Shakespeare (*Macbeth*), Charles Dickens, and other noted English writers and their works. Students will complete two formal research papers following MLA guidelines for one and APA guidelines for the other.

Dual Enrollment English:

This course is taught by a professor of Lincoln Memorial University or Walters State Community College and is College Freshman Composition. Successful completion results in college credit and will also satisfy the high school English IV requirement. In order to enroll in this course, students must be accepted for enrollment by LMU or WSCC and thus meet ACT and GPA requirements. Students are responsible for the purchase of books needed.

Science

Students are required to earn credit in Biology, Chemistry or Physics and one additional lab science.

Physical Science:

Physical science is a course that explores the relationship between matter and energy. Students will investigate force and motion, structure and properties of matter, and interactions of matter and energy through inquiry learning, hands-on laboratory investigations, individual studies, group activities, and direct instruction. The use of relevance is used to increase comprehension and application of knowledge. Students use available technology to investigate forces and motion, the chemical and physical properties of matter, the interaction of matter and energy within the natural world and the forms and properties of energy. Conservation of matter and energy is an underlying theme throughout the entire course. This course provides the knowledge, prerequisite skills, and habits of mind needed for problem solving and ethical decision-making about matters of scientific and technological concern, as well as, a basic foundation for advanced studies in chemistry and physics and personal career choices.

Biology I:

Biology I is a science course that investigates the relationship between structure and function from molecules to organisms and systems, the interdependence and interactions of biotic and abiotic components of the environment, and mechanisms that maintain continuity and lead to changes in populations over time. Students explore biological concepts through an inquiry approach.

Chemistry I:

Recommended pre-requisites: Physical Science, Algebra I

Chemistry I is a laboratory science course in which students investigate the composition of matter and the physical and chemical changes it undergoes. Students use scientific processing skills to study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. Students explore chemistry concepts through an inquiry-based approach. Embedded standards fro Inquiry, Mathematics, and Technology and Engineering are taught in the context of the content standards for Atomic Structure, Matter and Energy, and Interactions of Matter.

Biology II:

Recommended pre-requisites: Biology I and Chemistry I

Biology II is a laboratory science course in which students engage in an in-depth study of the principles of biology. This course emphasizes internal and external anatomical structures and their functions, the environmental interaction of organisms, processes of living things, mechanisms that maintain homeostasis, biodiversity, and changes in life forms over time. Students explore biological concepts through an inquiry approach. Embedded standards for Inquiry, Technology and Engineering and Mathematics are taught in the context of the content standards for Cells, Interdependence, Flow of Matter and Energy, Heredity, Biodiversity and Change, Comparative Anatomy and

Physiology, and Botany.

Chemistry II:

Recommended pre-requisites: Chemistry I and Algebra II

Chemistry II is a laboratory science course that builds on topics introduced in Chemistry I. This course investigates chemical bonding and how kinetic molecular theory and intermolecular forces explain the physical and chemical characteristics of matter. Additional aspects of chemical reactions including limiting reactants, percent yield, equilibrium, reaction rates, and thermochemistry are considered. Students explore chemistry concepts through an inquiry-based approach. Embedded standards for Inquiry, Mathematics, and Technology and Engineering are taught in the context of the content standards for Structure of Matter, States of Matter, and Reactions.

Human Anatomy and Physiology:

Recommended pre-requisites: Biology I and Chemistry I

Human Anatomy and Physiology is a laboratory science course that includes an in-depth study of the body systems that maintain homeostasis from anatomical, physiological, and histological perspectives. Students explore anatomical and physiological concepts through an inquiry-based approach. Embedded standards for Inquiry and Technology and Engineering are taught in the context of the content standards for Anatomical Orientation, Protection, Support, and Movement, Integration and Regulation, Transportation, Absorption and Excretion, and Reproduction, Growth, and Development.

Mathematics

Students are required to earn four units of credit in Mathematics and be

enrolled in a math course every year. All four credits must be Algebra I or above. Students who have not earned at least a 19 on the math component of the ACT will take a course called Sails Statistics.

Students who are interested in a mathematics or science major in college need to take Pre-Calculus.

Sequence:

Algebra I→ Geometry → Algebra II→ Pre-Calculus, Dual Enrollment Math, or Sails Statistics

Algebra I:

Algebra I is the beginning level high-school mathematics course in which the following standards are discussed: mathematical processes; numbers and operations; algebraic functions; geometric functions and measurements; and data analysis, statistics and probability.

Geometry:

Pre-requisite: Algebra I

This course is a survey of the fundamental and advanced concepts of plane geometry and related topics in three-dimensional geometry, coordinate geometry, and transformational geometry. The content begins with necessary introductory vocabulary and continues with algebraic and geometric proofs based on an axiomatic system. Applications of the theorems are utilized gain to help students gasp an understanding of how geometry is used if different careers. Successful completion prepares you for

further work in Algebra II.

Algebra II:

Pre-requisite: Geometry or Algebra I

This Course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. Additionally, linear and quadratic functions and relations, conic sections, exponential and logarithmic functions, graphing, and sequences and series will be expanded.

Pre-Calculus:

Pre calculus is an advanced mathematics course that uses meaningful problems and appropriate technologies to build upon previously learned mathematical concepts to develop the underpinnings of calculus.

Social Studies

Students must earn credit in U.S. Government, U.S. History, World History, Economics and Personal Finance.

United States Government:

This high school government course focuses on the United States' founding principles and beliefs. This course will focus on the various institutions, groups, beliefs and ideas that constitute US politics. Students will gain an analytical perspective on government and politics in the US by both studying the general concepts used to interpret US politics and by analyzing specific examples. Students will study the structure, functions, and powers of government at the national, state, and local levels. The six social studies

standards of essential content knowledge (Culture; Economics; Geography; Governance; History; and Individuals, groups and interactions) and four process skills will be integrated for instructional purposes. Students will learn how to analyze and interpret basic data relevant to US government and politics and will write extensively to perfect their essay writing skills and critical thinking skills. This course will satisfy the US Government requirement for the diploma.

United States History:

In United States History, students study the history of the United States from Reconstruction to the present. The six social studies standards of essential content knowledge (Culture; Economics; Geography; Governance; History; and Individuals, groups and interactions) and process skills are integrated for instructional purposes. Students will utilize different methods that historians use to interpret the past, including points of view and historical context.

World History:

In World History High School, students study the history of humankind with a more concentrated focus from the Renaissance to present day. The six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes. Students will utilize different methods that historians use to interpret the past, including points of view and historical context.

Dual Enrollment World History:

Successful completion results in college credit and will also satisfy the high school World History requirement. In order to enroll in this course, students must be accepted for enrollment by LMU or Walters State and thus meet ACT and GPA requirements. Students are responsible for the purchase of books needed.

Economics:

This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. The course relates history and politics to the study of economics. Students examine the study of how people, businesses, and governments choose to use resources with integration of the six social studies standards of essential content knowledge (Culture; Economics; Geography; Governance; History; and Individuals, groups and interactions) and four process skills for instructional purposes.

Personal Finance:

Personal Finance is a course designed to inform students about how individual choices directly influence occupational goals and future earnings potential. Real-world topics covered include income, money management, spending and credit, as well as, saving and investing.

Fine Arts Electives:

Instrumental Music (Symphonic Band):

Students enrolled in Symphonic Band will be expected to learn to play a wind instrument or percussion. Students in this class will also study the history of band music, performance practices and music theory through playing concert band literature and pep band music. Students in symphonic band will be expected to perform at all home basketball games (pep band) and give a spring concert in early May (concert literature). Additional performances are at the discretion of the director.

Instrumental Music (Techniques of Winds and Percussions-Band):

This course focuses on the techniques of learning to play an instrument. As a performance based class, students can expect to be graded on their performances, as well as, daily work, tests and quizzes, and materials check.

Visual Art I, II, III:

Students in visual arts courses will create, evaluate, and research the historical context of works of art. The students will apply various media, techniques, and processes in the creation and analysis of artworks. Students, through practice and sequential study, will strive to achieve technical mastery in the areas of art production, art criticism, aesthetics, and art history. As students progress through courses in the area of visual art, they will develop problem-solving and critical-thinking skills. These skills are gleaned from the study of ideas, concepts, issues, and knowledge related to the visual arts.

Theatre Arts I:

This course is intended as a general introduction to the technical aspects of theater combined with the fundamentals of video production. Elements to be considered will include cinematography, performance, edited image, screenwriting and sound. This class emphasizes hands-on production experience, using digital video in groups of four to five students.

Theatre Arts II:

A continuation of Theatre Arts I. Students will learn the basic principles of stage and film **directing**, from the breakdown of the script as the first stage of directing, to the analysis of the script from the director's point of view. Students must produce three

short “films” to present to the class. Focus is on directing film and film crews.

Foreign Language:

All students are to earn two credits in the same foreign language unless students who know they will not attend college and their parents waive this for more courses in their elective focus (program of study).

Spanish I:

The student will be introduced to the basic communicative skills in listening, speaking, reading, and writing in the Spanish language, while also be given the opportunity to acquire knowledge of foreign culture. In the process learning common vocabulary—such as numbers, colors, weather, time, family, clothing, body, foods, and house-hold items—students will also be learning about the culture and customs of Spanish-speaking nations across the globe. By the study of Spanish, the student not only learns how other people express themselves, but also how they live and think.

This first year of basic language instruction is a textbook based proficiency course. Classroom activities are augmented through a comprehensive cultural approach to the Spanish-speaking world, with activities ranging from music, art, film, theater, food, and community service. Active participation in class, daily preparation, and memorization is essential to acquire basic communication skills to express needs and wants. As with all other courses in this program, this course seeks to bring student achievement into alignment with the standards of the American Council on the Teaching of Foreign Languages.

Spanish II:

The student will be able to further develop their communicative skills in listening, speaking, reading, and writing in the Spanish language, while also be given the

opportunity to acquire knowledge of foreign culture. In the process learning common vocabulary—such as numbers, colors, weather, time, fiestas, family, sports, clothing, body, foods, and house-hold items—students will also be learning about the culture and customs of Spanish-speaking nations across the globe. By the study of Spanish, the student not only learns how other people express themselves, but also how they live and think.

During the second year of study, students will continue to study grammar and vocabulary; increase the use of Spanish for active communication; read short stories, articles, dialogues, and literary works; write stories, compositions, and longer dialogues which employ learned grammatical concepts and vocabulary; recite dialogues, speeches, stories, and poetry; and study Hispanic geography and culture through lectures, readings, and films. Students who take this course will be prepared for the upper division courses because of the breadth and depth of the material covered.

Wellness:

Advanced PE/Advanced Strength and Conditioning and Weightlifting:

The purpose of these courses is for the student to make strength and conditioning gains while developing self-discipline and a positive attitude. Both health and skill related activities will be emphasized. Some of these skills are muscular strength and endurance, flexibility, speed, agility, coordination and power. In addition, proper nutrition will be included in the instructional phase of the class. The student who signs up for these classes should be self-motivated and have a strong work ethic. These classes could be open to students who may not have a chance to complete the additional one-half credit in Physical Education needed to meet that graduation requirement.

Lifetime Wellness:

The content of the course includes seven standards: Disease Prevention and Control,

Nutrition, Substance Use and Abuse, Mental/Emotional/Social Health, Sexuality and Family Life, Safety and First Aid, and Personal Fitness. Each content area is addressed in a classroom and/or physical activity setting. Personal fitness and nutrition should be emphasized and integrated throughout the course. Students are provided opportunities to explore how content areas are interrelated. Students acquire knowledge and skills necessary to make informed decisions regarding their health and well being throughout their lifetime. There will also be guest speakers coming in during the term to further discuss certain topics.

CTE Programs of Study (Elective Focus)

Agriculture:

Agriscience:

Recommended for ninth grade students.

Agriscience 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.

Small Animal Science:

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

Large Animal Science:

Large Animal Science 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.

Veterinary Science:

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

Principles of Ag Mechanics:

Principles of Agricultural Mechanics is a course introducing 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 and Equipment:

Agricultural Power and Equipment 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.

Organizational Leadership and Communications:

Organizational Leadership and Communications is an applied-knowledge course for students interested in learning more about the attributes and skills of successful leaders in the Agriculture industry. This course covers organizational behavior, communication, management, and leadership topics. Students in this course participate in activities that will assist them in the development of communication and interpersonal skills transferrable to any agribusiness application.

Food Science and Safety:

Food Science and Safety is an applied-knowledge course designed for students interested in food science. The course covers fundamental principles of food science, food safety and sanitation, foodborne pathogens, and food-related standards and regulations. Upon completion of this course, students will be versed in the technical knowledge and skills necessary for further education and careers in food science.

Principles of Plant Science:

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

Greenhouse Management:

Greenhouse Management 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.

Landscaping and Turf Science:

Landscaping and Turf Science is a 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.

Environmental and Natural Resource Management:

Environmental and Natural Resource Management 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.

Law Enforcement Services:

Criminal Justice I:

Criminal Justice I serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Current issues will be researched in the context of local, state, and federal laws. Investigative skills will be developed in the areas of drug use, incident documentation and basic crime scene investigation. Additionally, upon completion of the course, students will understand the

importance of communications and professionalism in law enforcement.

Criminal Justice II:

Criminal Justice II is an integrated survey of the law and justice systems for students interested in pursuing careers in law enforcement and legal services. From initial crisis scenario management to arrest, transport, trial, and corrections, procedures and laws governing the application of justice in the United States are examined in detail, with special emphasis on the best practices and professional traits required of law enforcement and legal professionals. This course prepares students for advanced work in crime scene analysis and forensic science, and offers strong knowledge and skill preparation for postsecondary or career opportunities in associated fields.

Criminal Justice III:

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

Automotive Collision Repair:

Intro to Collision Repair:

Intro to Collision Repair course prepares students for entry into all subsequent

transportation courses. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing this course students may enter automotive service technology, diesel equipment maintenance technology, 2-4 cycle engine service technology, collision repair and refinish technology, or aviation maintenance.

Collision Repair: Non-Structural:

Collision Repair: Non-Structural is a course that prepares students to analyze non-structural collision damage to a vehicle, determine the extent of the damage and the direction of impact, initiate an appropriate repair plan, and correctly use equipment to fit metal to a specified dimension within tolerances. Course content includes metal finishing, body filling, and glass panel replacements. The course prepares students for entry level employment and advanced training in collision repair technology, and post-secondary education.

Social Health Services:

Intro to Human Studies

Introduction to Human Studies is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. This course covers the history of counseling, career investigation, stress management, mental illness, communication, and the counseling process. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Life Span Development

Lifespan Development 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. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Family Studies

Family Studies is an applied knowledge course that examines the diversity and evolving structure of the modern family. Course standards focus on the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family.

Therapeutic Clinical Services:

Health Science Education:

Health Science Education is an introductory course designed to prepare students to pursue careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a student proficient in *Health Science Education* will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a strong foundation for all of the health science programs of study.

Medical Therapeutics:

Medical Therapeutics is an applied course designed to prepare students to pursue careers in therapeutic services. Upon completion of this course, a proficient student will be able to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments.

The student will incorporate communication, goal setting, and information collection skills to be successful in the workplace.

Cosmetology:

Cosmetology I:

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

Cosmetology II:

Design Principles of Cosmetology is the second level of cosmetology and prepares students fro work- related skills and advancement into the Chemistry of Cosmetology course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 600 hours, students are eligible to take the Tennessee Board of Cosmetology manicuring examination for a Tennessee Manicure License.

Cosmetology III:

Chemistry of Cosmetology is the advanced level of cosmetology and it prepares students to perform work-related services using chemicals in the cosmetology industry. Content

provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. Upon completion and acquisition of 1,500 hours, students are eligible to take the Tennessee State Board of Cosmetology examination for a Tennessee Cosmetology License. Upon completion and acquisition of 600 hours, students are eligible to take the Tennessee State Board of Cosmetology Manicuring examination for a Tennessee Manicuring License.

Engineering and Technology:

Foundations of Technology:

Pre-requisite: Currently enrolled in Algebra I

Foundations of Technology prepare students to understand and apply technological concepts and processes that are the cornerstone for the high school technology program. Group and individual activities engage students in crating ideas, developing innovations, and engineering practical solutions. Technology content, resources, and laboratory/class-room activities apply student applications to science, mathematics and other school subjects in authentic situations. This course will focus on the three dimensions of technological literacy: knowledge, ways of thinking and acting, and capabilities, with the goal of students developing the characteristics of technologically literate citizens. It will employ teaching/learning strategies that enable students to build their own understanding of new ideas. It is designed to engage students in exploring and deepening their understanding of engineering and make use of a variety of assessment instruments to reveal the extent of understanding.

Technological Issues:

Pre-requisite: Foundations of Technology

Recommended Pre-requisites: Algebra I and enrolled in Geometry

This course contributes to the development of each high school student's capability to make responsible judgments about technology's development, control and use. Critiquing appropriate technology and sustainable development are important. The structure of the course brings discussions of technological values so that students can reflect and develop their own ethical standards. Students are actively involved in the organized and integrated application of technological resources, engineering concepts, and scientific procedures. Students address the complexities of technology and issues that stem from designing, developing, using and assessing technological systems. In developing a functional understanding of technology, students comprehend how human conditions, current affairs, and personal preferences drive technological design and problem solving. This course will actively engage student in making and developing, using, and managing technology systems. Students will better understand the role of systems in meeting specific needs and will be able to analyze and understand the behavior and operation of basic technological systems in different contexts. Students will investigate critical historical and emerging issues affecting the creation, development, use, and control of technology. They will use case studies, simulations, research, design and problem solving, and group discussions and presentation to address complex issues and propose alternative solutions to technological developments. Local, regional and global governmental, social, and economic policies concerning technology are also studied.

Advanced Design Applications:

Recommended Pre-requisites: Algebra I, Geometry and Physical Science

This course has been designed as an advanced study for students engaged in themed academies and general technology studies that lead to the capacity to understand how technology's development, control and use is based on design constraints, and human wants and needs. The structure of the course challenges students to use design processes so that they can think, plan, design and create solutions to engineering and

technological problems. Students are actively involved in the organized an integrated application of technological resources, engineering concepts, and scientific procedures.

Other Electives:

ACT Prep:

ACT Prep is a course designed to assist students in becoming more knowledgeable about the format and question style of the ACT College Entrance exam. Students will practice examples of questions on the ACT to better develop skills in the content being measured, learn about navigating the actstudent.org website, and become familiar with test-taking strategies.