HENDERSONVILLE HIGH SCHOOL

2026-2027

COURSE CATALOG

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HENDERSONVILLE HIGH SCHOOL
2026-2027 ACADEMIC CATALOG

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Hendersonville High School is committed to offering the best in educational opportunities to all students. The courses in this catalog allow students to meet the requirements for high school graduation and prepare for post-secondary training at various levels. Each student will have the opportunity to select the subjects best suited for his/her individual needs and abilities. Course requirements, degree of interest, and plans for future study and employment should be considered when choosing classes. Counselors and classroom teachers will be available to assist students in making wise educational and vocational choices. The master schedule is built to accommodate student requests and ensure that all students are prepared for graduation, and their post-secondary aims. Therefore, **students and families should understand that the student is committing to the specific classes chosen at their registration appointment and will be expected to take them during the 2026-2027 school year.** Course change requests following registration will only be made for reasons outlined in board policy. The requirements of the path programs and block scheduling make careful planning of the four-year program and selection of this year's courses especially important. Students are expected to choose courses at the appropriate levels in subjects which have different ability groupings. The school administration reserves the right to place students in course levels which will best meet their needs. All courses are open equally to males and females.

Types of Diplomas

A. High School Diploma

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

To earn a traditional high school diploma, a student shall (a) earn the prescribed credit minimum, (b) complete the ACT or SAT if enrolled in a Tennessee public school during their eleventh (11th) grade year, (c) must take and pass the civics test, and (d) have a satisfactory record of attendance and discipline.

To earn a traditional high school diploma, student with disabilities must earn the prescribed twenty-two (22) credit minimum. Students with disabilities will be included in regular classes to the maximum extent possible and with appropriate support and accommodations.

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 (a) have not met the requirements for a traditional high school diploma, (b) have satisfactorily completed an individualized education program (IEP), and (c) 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 (a) have not met the requirements for a regular high school diploma, (b) have received special education services or supports and satisfactorily completed an IEP, (c) have satisfactory records of attendance and conduct, (d) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education, and (e) 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 shall 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

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 (a) participated in the high school alternate assessments, (b) earned the prescribed twenty-two (22) credit minimum, either through the state-approved standards or through alternate academic diploma modified course requirements approved by the State Board, (c) received special education services or supports and made satisfactory progress on an IEP, (d) have satisfactory records of attendance and conduct, and (e) have completed a transition assessment(s) that measures, at a minimum, preparedness for postsecondary education and training, employment, independent living, and community involvement. 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:

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.

The following 26 credits shall be required for graduation from a Sumner County High School.

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
World Language****….....	2
Fine Arts****….....	1
Elective Focus*****.....	3
[*Additional Sumner County electives*††] ……	4
Total….....	**26**

*Students must complete four (4) credits of mathematics including Algebra I, Geometry, and Algebra II, or the equivalent Integrated Math I, II, and III. The fourth (4th) credit shall be in another mathematics course that extends the student's knowledge in mathematics which may include, but is not limited to, Computer Science (listed below). *4th Math: Check admissions requirements for post-secondary institutions. All students must be enrolled in a math class each year. Students with a qualifying disability who have deficits in mathematics as documented in the Individualized Education Program may take Algebra IA, Algebra IB, Geometry A, and Geometry B for their required math classes over four years.

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

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

** Students must complete three (3) credits in science including Biology I, Chemistry or Physics and a third (3rd) laboratory science.

Students with qualifying disabilities as documented in the Individualized Education Program shall be required to achieve at least Biology I and two 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.

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

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

***** Students must complete three (3) credits in an elective focus. All students will pursue a focused program of study designed to prepare them for the workforce and postsecondary study. The intent of the elective focus is to provide students with an opportunity to explore a particular academic area in greater depth. The elective focus may be CTE, science and math, humanities, fine arts, AP/IB, or other areas approved by the local board of education. Students completing a CTE elective focus must complete three (3) credits in the same CTE career cluster or state-approved program of study. Schools should make every effort to ensure that all students complete a state or locally approved elective focus, however schools may waive the elective focus requirement for those students who transfer during the junior or senior year to a Tennessee high school from a school in another state of from a non-public school, if the completion of the elective focus would prevent or delay graduation. Students who begin an elective focus in a Tennessee high school and transfer during the junior or senior year to another Tennessee high school may, with the permission of the Director of Schools, have the elective focus requirement waived if the receiving school does not offer the same elective focus area and is unable to offer related coursework to complete a state or locally approved focus area, or if the completion of the elective focus would prevent or delay graduation.

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

††Students must complete four additional elective credits. This is in addition to TDOE graduation requirement (s, determined by the LEA. Students participating in special program schools (E.B. Wilson Virtual High School, Sumner County Middle College High School, Sumner County Middle Technical College High School may be exempt from the additional Sumner County electives due to the nature of these programs).

Computer Science Requirement

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

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

Sumner County Schools Academic Information

End of Course Examinations

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

1. The state will report scores for schools and school systems for academic achievement and academic gain.
2. Students will take the examinations in the semester they complete the relevant course work or at the earliest available test administration.
3. Students who fail an EOC course and do not qualify for credit recovery must be schedule for that course again and must retake the EOC assessment. (TDOE Scheduling for Provisioning Manual, page 4)
4. 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.
5. 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.
6. 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.
7. 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.
8. The IEP team must determine if a student with a disability should participate in the general assessment with or without accommodation or in the alternate assessment. To participate in an alternate assessment, the IEP

team shall determine that alternate assessment is more appropriate than the general assessment and that the student meets all three of the following eligibility requirements:

a. Criterion 1: The student has a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications:
b. Criterion 2: The student is learning content linked to and derived from the Tennessee Academic Standards as indicated in the Alternate Academic Standards; and
c. Criterion 3: The student requires substantial modifications, adaptations, or supports to meaningfully access the subject area content and requires intensive individualized instruction in order to acquire and generalize knowledge.

9. 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.
10. Results of individual student performance from all administered End of-Course examinations will be provided in a timely fashion to facilitate the inclusion of these results as part of the student's grade. If a Sumner County school does not receive its students' End of Course examination scores at least five (5) instructional days before the scheduled end of the course, then the LEA may choose not to include its students' End of Course examination scores in the students' final grade. The weight of the EOC examination on the student's final average shall be determined by the local board of education. Sumner County Board of Education High School Grading Policy 4.600 reflects the EOC will be weighted 15% of the course grade.

Eleventh (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.

All twelfth (12th) grade students shall complete the ACT and receive a composite score the fall semester of their Senior year. This is in addition to the Junior ACT due to accountability. All students must take the ACT/SAT to graduate.

For the 2025-26 school year, students must continue to take the Science portion of the ACT to count toward accountability and the graduation requirement. Guidance for the 2026-27 school year should be the same until more information is shared from the state.

United States Civics Test

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

1. The test shall be comprised of a minimum of 50 questions from the one hundred (100) questions that are set forth within the civics test administered by the United States citizenship and immigration services to persons seeking to become naturalized citizens. The test must be composed of at least twenty-nine (29) questions on American government, at least sixteen (16) question on American history, and at least seven (7) question on integrated civics. Multiple versions of the test are available for use in different schools and at different times.
2. A student shall pass the test if the student correctly answers at least seventy percent (70%) of the questions. Students may take the test as many times as necessary.
3. The test shall be administered to a student who has an IEP with the accommodations and/or the modifications that are deemed necessary by the IEP team.
4. A school, all whose seniors receiving a regular diploma, make a passing grade on the United States civics test shall be recognized on the Tennessee Department of Education's web site as a United States civics all-star school for that school year.

Project-based Civics Assessment

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

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

Personal Finance Credit Exam

The Personal Finance Credit Exam will be offered to students during the 2026-27 school year. Credit exams allow students to earn high school credit by demonstrating mastery of course content without completing the traditional instructional sequence. This process recognizes students who have achieved proficiency through independent study, prior coursework, or relevant life experience.

1. The Credit Exams will be administered via the Sumner County School Virtual Learning Platform.
2. Students will be provided with the Tennessee State Standards for the personal finance course as a study guide.
3. If a student receives a qualifying score of 90% on the credit exam, the student's score shall be included in the student's overall grade point average pursuant to the local board policy.

Plan of Study

Prior to the ninth (9th) grade or age fourteen (14), all students will develop an initial four-year plan of focused and purposeful high school study. The plan will be updated annually and will connect the student's academic and career goals to school. As part of this process, all students shall take a career interest inventory during the seventh (7th) grade and tenth (10th) grade and use the results to inform their plan of study.

By the end of tenth (10th) grade, the student shall complete the second (2nd) career interest inventory. The parent/guardian(s) and school will focus the plan to ensure the completion of the program of study and a smooth transition to postsecondary study and work. An integral aspect of the planning process is the assumption that the student will be involved in some form of postsecondary education/training. The plan should be informed by results from the career interest inventory and contain information about career options and long-term goals supported by the plan through the courses to be taken in the eleventh (11th) and twelfth (12th) grades as well as courses to be taken at the postsecondary level.

The plan of study shall be reviewed annually by the student and school counselor or faculty advisor and revised based on the student's academic progress and changes in the student's interests and career goals. Results of various types of assessments will also be used in adjusting the plan of study.

For students with an IEP, the four (4) year or five (5) year plan of study should also connect the student's goals for high school including, the courses and/or training and/or skills necessary to meet their potential after high school. The required plan will include identifying possible transition service needs of the student under the applicable components of the student's IEP.

Early Graduation

Students may request in writing to graduate early by providing a parent signed letter to their counselor. Schools will submit all approved Early Graduation Request to the Instruction Department for Board Approval.

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

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

Classification of Students

Students will be classified by both tenure in the school program and by credits earned. The policy on Senior Warning Procedures is applicable to all students who anticipate graduating within the academic year. Classification is done at the beginning of each term.

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 maximum of more than 1, such as some CTE courses, may be repeated. (Refer to the Course Credit Minimum and Maximum section of the Sumner County Schools High School Curriculum Coordination Guide.)

Course Placement

Courses will be placed in the student's graduation plan on an age and grade appropriate basis. Doubling of course areas may be discouraged based upon course availability and student graduation plan.

EXAMPLE: Students will normally take one English class per school year in either the fall or spring term of the year. Exceptions may be granted by the principal if special circumstances exist.

Awarding Credit

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

Schedule Changes

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

Students register in the spring for the next academic year's courses. Prior to the beginning of the term, students will have an opportunity to make a schedule adjustment request. Student initiated schedule changes may be requested during the **first two days of the term and are subject to approval by the school administration.**

Students enrolled in courses with End of Course examinations may not withdraw from such courses for the remainder of the course after being enrolled in the course for at least twenty-five percent (25%) of the instructional days in the course. Other schedule changes may be made during the term if extenuating circumstances exist, and the school administration approves the changes.

Grade Reporting

Uniform Grading System – *Weighting for Advanced Coursework*					
Grade	**Percentage Range**		**Honors Courses**	**Statewide and Local Dual Credit Courses, and Capstone Industry Certification-Aligned Courses**	**Advanced Placement and Dual Enrollment**
A **B** **C** **D** **F**	**90** **80** **70** **60** **0**	**100** **89** **79** **69** **59**	Shall include the addition of 3 **percentage points** to the grades used to calculate the semester average. *	Shall Include the addition of 4 **percentage points** to the final numerical grade used to calculate the semester average. **	Shall include the addition of 5 **percentage points** to the final numerical grade used to calculate the semester average. **

*Quality points will not be added, in any way, to students' EOC test scores.
** Students must sit for any aligned culminating exam. AP Students who cannot take the test due to district approved extenuating circumstances will earn 3 rigor points for the AP credit.

Assigning additional quality points above 4.0 for honors courses, Advanced Placement (AP), and National Industry Certification (NIC) courses is not allowed for the purpose of determining eligibility for the lottery scholarships.

Grades will be reported officially to parents and students after each nine weeks of instruction. The nine-week grading period will stand alone, and each marking period will be averaged as 42.5% of the final grade. Progress reports will be issued at the mid-point of each nine-week grading period. A formal schedule of examinations will be established. The weight of the EOC examination on the student's final average shall be fifteen (15%) in the 2022-2023 school year and thereafter. If students miss a state-mandated exam, the test must be made up during the state-designated test window or the student will receive an incomplete or a zero. In the event of test modifications or cancellations by the State of Tennessee, EOC subject grades will be calculated by averaging the first and second nine-week grades at 50% each. For courses without an EOC, final exams will count 15% of the total grade for non-EOC subjects. A final exam exemption policy will be determined by each school. Grade reporting for State of Tennessee state-mandated content tests will follow Sumner County Board of Education policy IHAA. For honors classes, three points shall be added to the final numerical grade of the coursework grades. (Note: Quality points will not be added, in anyway, to students' EOC test scores.) For Advanced Placement classes, five points shall be added to the final numerical grade of the coursework grades. These additional rigor points are not added to end-of-course assessments. The final grade for all courses attempted will be posted on the student's official transcript*.

Honors Course Designation

Sumner County's list of minimum and maximum credits designates courses which may be awarded honors credit in the academic core curriculum areas of English, math, social studies, science, and foreign language. Dual enrollment and dual credit courses are considered honors level courses and will receive credit as such.
Honors courses shall include a minimum of five (5) of the following components:

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

Early Post Secondary Opportunities

Dual Enrollment, Dual Credit, and Joint Enrollment

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

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

Local high schools must accept postsecondary credits as a substitution for an aligned graduation requirement course, including general education and elective focus courses for those students who take and pass dual enrollment courses at a postsecondary institution for credit.

Dual Enrollment*	High school juniors or seniors earn both Honors high school credit and college credit upon successful completion of college level courses. Dual Enrollment classes can meet on the high school campus or on the college/university campus. Principals should use their discretion when granting permission for students to enroll in offsite dual enrollment classes. Students and parents are required to complete the Dual Enrollment Transportation Agreement Form before enrolling in offsite dual enrollment courses. (REFERNCE EXHIBITS in SCS Curriculum Coordination Guide)
Dual Credit*	*Local Dual Credit*: 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*: In the statewide pilot courses, students may be eligible to receive postsecondary credit to any public post-secondary institution in Tennessee by passing a challenge exam created by Tennessee secondary and postsecondary faculty. Students who meet or exceed the established cut score set for the exam earn credits that can be applied to any public postsecondary institution in Tennessee.
Capstone Industry Certification Aligned Courses*	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. *
Joint Enrollment*	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.
AP@	These courses incorporate the learning objectives and course descriptions as defined by the College Board and prepare students for culminating national exams that, if passed, may be accepted for postsecondary credit by postsecondary institutions. AP@ courses are eligible for additional percentage point weighting for students who sit for the aligned culminating exam. *

*Students enrolled in Dual Enrollment, Dual Credit, and Joint Enrollment do not take End of Course Examinations in the related subject.

AP@ Access for ALL

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

AP Access Project courses are taken asynchronously either within the student's typical school schedule/day or outside the typical school schedule/day. These courses are credit bearing and will count in GPA calculations. All APAA courses will require principal approval prior to enrollment.

For purposes of ranking valedictorian and salutatorian and calculating academic recognition tiers up to nine (9) credits will be counted annually considering the number of honors, dual enrollment and AP credits first.

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

Private School/ Home Schools Statement

A pupil requesting enrollment in a Sumner County high school will be required to meet all enrollment criteria as set forth by the Sumner County Board of Education, including state required vaccination records (TCA 49-6-3050).
*Extenuating circumstances may apply to students identified through the McKinney Vento Act or at-risk youth qualifications (See Homeless or Other At-Risk Youth Graduation Credits).

Sumner County Schools will honor the letter grades reflected on the transcript of the pupils transferring from private and home schools (private or home schools in Categories 1, 2, 3, and 1-SP) which are approved by the State Board of Education. For a complete list of these schools, please visit https://www.tn.gov/education/families/school options/non-public-schools.html .

Pupils transferring from schools (private schools or home schools) which are not approved by the State Board of Education shall be allowed credit for EOC tested courses only when they have passed a course-specific comprehensive examination or a state-recognized standardized test with a score of 60% or higher. Upon earning a passing score (60% or higher) on the examination, the transfer grade will be recorded on the Sumner County transcript. These examinations and tests are to be administered and graded by the principal or designee. Non-EOC courses do not need to be tested.

Summer School Statement

Transfer credit for summer school will be accepted from schools approved by state boards of education and posted on a high school transcript. All summer credits will be posted to the previous spring semester. These credits will not be used for purposes for ranking valedictorian, salutatorian, and calculating academic recognition tiers.

Credit Recovery: Students are eligible for credit recovery if they scored a 50 or higher OR the student mastered at least 50% of the course standards as evidenced by the course grade or diagnostic assessment (70% quick score on any EOC tested course). Students taking remediation courses during the summer may receive credit upon passing.

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

Initial Credit (IC): Sumner County will provide a list of the applicable initial credit courses.

Foreign Exchange Students

The primary purpose of the foreign exchange program is for students to benefit from cultural exchange. Student and Host Family must complete a Foreign Exchange Assurance Page through the SCS Attendance Department prior to enrollment. Foreign exchange students must be screened according to state law. If students are not proficient in English language, SCS will provide services. The host family can opt out of services. It is not a primary purpose of the program that foreign exchange students graduate form a U.S. secondary school. No course may be substituted for a required course without approval of the Director of Sumner Schools in consultation with the Tennessee State Department of Education. (From Sumner Co. Board Policy Manual, I – IFCA https://go.boarddocs.com/tn/scstn/Board.nsf/goto?open&id=9CCLKY534F34#) For extenuating or special circumstances, coordination with the Attendance Supervisor is recommended.

Senior Project

Senior Project is a non-credit course that provides an opportunity for students to showcase the knowledge, creativity, and skills developed as a result of their twelve years of education. Through the Senior Project experience, students focus on individual and special interests and are held accountable for their own learning. Faculty members or mentors agreeing to serve as advisors must first sign the Faculty Agreement Form (EXHIBIT L). Individuals agreeing to serve as mentors are required to sign the Mentor Agreement Form (EXHIBIT M)

On average, students will participate in Senior Project activities 7 ½ hours per week. The academic or instructional activities should take place on the high school campus. The student will receive a Pass/Fail grade that will not be computed into the student's GPA.

As a part of the experience, students must work at least 125 hours on their project, keep a weekly journal of activities, meet monthly with their faculty advisor, and submit mentor evaluations (EXHIBIT N). A culminating portfolio will also be compiled including the items listed above, a student evaluation of the project (EXHIBIT O), and a summative mentor evaluation (EXHIBIT P).

Work-Based Learning

1. Students will have access to a system of structured work-based learning (WBL) experiences that allows them to apply classroom theories to practical problems and to explore career options. The following Work-Based Learning Framework will govern all WBL experiences. The Tennessee Department of Education will provide school systems with a Work-Based Learning Policy Guide and Work-Based Learning Implementation Guide consistent with this framework to address training requirements, program expectations, and legal requirements.

Structure of the Program. Structured WBL experiences may be paid or unpaid, may occur in public, private, or non-profit organizations, or on-site at the school; they may occur during or outside of school hours and may result in the attainment of academic credit when WBL course standards are met. In all instances, all federal and state labor laws shall be observed.

Coordination of the Program. A Work-Based Learning Coordinator, in conjunction with a team of supervising teachers as outlined by the Work Based Learning Policy Guide and the Work-Based Learning Implementation Guide, will be responsible for: (1) the recruitment of appropriate work sites; (2) coordination of ongoing communications with workplace mentors; (3) facilitation of instruction that meets the WBL Framework requirements and WBL course standards where applicable; and (4) all required documentation related to student work, safety training, and job placements as outlined by the Work-Based Learning Policy Guide and the Work-Based Implementation Guide.

Supervision of Students. A designated workplace mentor will supervise each student. Regular monitoring will be provided by a dedicated supervising teacher or the WBL Coordinator to ensure WBL Framework requirements are met as outlined in the Work- Based Learning Policy Guide and the Work-Based Learning Implementation Guide.

Development of Personalized Learning Plans. A personalized learning plan will be created for each student and will address applicable employability skills, including, but not limited to, (1) the application of academic and technical knowledge and skills, (2) career knowledge and navigation skills, (3) 21stCentury learning and innovation skills, and personal and social skills. The personalized learning plan will also include safety training appropriate to the WBL experience as covered by the supervising teacher, the workplace mentor, or both, and as outlined in the Work-Based Learning Policy Guide and the Work-Based Learning Implementation Guide.

Student Assessment Using Multiple Measures. Students must exhibit work readiness, knowledge, attitudes, and skills as determined by the supervising teacher and workplace mentor and consistent with the Work-Based Learning Policy Guide and the Work-Based Learning Implementation Guide before beginning a WBL experience. During the experience, students will practice the employability skills identified in their personalized learning plan. Students will demonstrate their knowledge and skill attainment through the development of artifacts and/or portfolios that may include, but are not limited to work products, evaluations, original research, reflections, and presentations as outlined in the Work-Based Learning Policy Guide and Work-Based Learning Implementation Guide.

Enhanced Option School Programs

Patricia Brown Virtual Academy (PBVA) provides an alternative pathway to graduation, with coursework facilitated through the Imagine Learning Platform. Our PBVA teachers support students in a virtual asynchronous learning environment, promoting mastery learning. The curriculum aligns with Sumner county's instructional goals and Tennessee's academic standards. PBVA aims to break down barriers and create opportunities through technology-driven education outside the traditional classroom. At PBVA, instruction is primarily asynchronous, allowing students to access courses and participate at different times. Weely synchronous live online lessons and regular office hours are also available for additional support.

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

Sumner County Middle College: at Volunteer State Community College (VSCC) is a stand-alone high school that allows students to earn high school and college credits simultaneously. All classes are taken on the VSCC campus and count toward an Associate Degree. Students who enter the program as juniors can finish an Associate Degree by the time they graduate from high school. Students who enter the program as seniors can earn 24 – 27 college credits before graduation. Applicants must take the ACT and earn a composite score of at least 19, sub-scores in math and reading of at least 19, and a sub-score of at least 18 in English. Additionally, applicants must have a minimum of 10 high school credits. For more information, visit www.scmc.sumnerschools.org

Middle Technical College High School: is a partnership between Sumner County Schools and Tennessee College of Applied Technology (TCAT). The campus is in Portland adjacent to Portland East Middle School. Open to rising juniors and seniors in Sumner County, the school currently offers six programs of study including Cosmetology; Computer Operating Systems; Networking and Cybersecurity; Industrial Maintenance/ Mechatronics; Machine Tool Technology; Residential, Commercial, and Industrial Electricity; and Welding Technology. Students successfully completing the program at MTCHS will have the opportunity to graduate with both a high school diploma and a TCAT certificate. For more information, visit www.mtc.sumnerschools.org

Initial Credit of Virtual Classes: Virtual classes can be taken both during and outside of typical school hours. All students taking virtual classes are monitored by certified personnel, and all assessments for these classes must be taken under the direct supervision per district guidelines. Students are responsible for making appointments with the teacher in order to complete assessments.

1. All virtual classes taken outside of the typical school day must be recommended by a guidance counselor and approved by the high school principal prior to beginning the virtual class.
2. Before beginning a virtual class, the student and parent must read and sign the Virtual School Registration form. Competed forms are to be turned into assigned guidance counselors.
3. Schools will code virtual classes as 'VS' on transcripts. The transcript will reflect the grade earned, and it will count in the student's GPA.
4. All online courses shall be entered on the student's current schedule.
5. Online courses shall start and end on course quarter and semester dates.
6. 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.
7. NCAA eligibility-approvedcourses are determined on a school-by-school basis. If a school offeres an NCAA eligibility-approved course, to meet requirements set forth by the NCAA Eligibility Center, the entire virtual class and all assessments pertaining to the course must be completed.
8. See Online Learning Enrollment Form and Student Agreement.

Credit Recovery

Credit Recovery is a course specific, skill-based extended learning opportunity for students who have previously been unsuccessful in the regular classroom in mastering content or skills required to receive course credit. Attendance, discipline, availability of courses, availability of space, and appropriate progress will be considered for admission and removal from the program.

A student may participate when:

1. The parent or legal guardian gives written permission for the student to enroll **and**
2. The student has previously taken an initial, non-credit recovery section of the proposed course and have earned a grade of 50-59 **and** mastered at least 50% of the course standards as evidenced by the course grade or diagnostic assessment (70% quick score on any EOC tested course).
3. The school has deemed participation appropriate.

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

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

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

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

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

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

Students passing credit recovery shall receive a grade of sixty percent (60%). The student transcript shall denote that the credit was attained through credit recovery. The original failing grade may also be listed on the transcript, but shall not factor into student GPAs, in accordance with the State Board of Education's Uniform Grading Policy (3.103).

Activities During Instructional Time

To preserve the integrity of the instructional block, activities that interrupt the instructional setting must be kept to a minimum. Field trips and contests are an important part of school life but do impact the instructional block. Therefore, each school will carefully evaluate each request for a trip to determine the educational value of the activity. School-wide activities such as pep rallies and assemblies are also important; however, it is advisable such activities do not exceed 360 minutes per term and that an individual class is not impacted more than 90 minutes per term.

Non-Discrimination Policy

It is the policy of the Sumner County School System not to discriminate on the basis of sex, race, national origin, or handicap in its education program or activities. Inquiries should be directed to the Sumner County Board of Education at (615) 451-5200.

Sumner County Academic Recognition/GPA

Tiers of Recognition	Cumulative GPA	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

Except for transfer students (see item number 4 below), this academic recognition plan includes all credits attempted by students for all terms of their high school career. The GPA is based on a four-point scale with internal weighting only (three points on the final numerical grade for an honors course; four points on the final numerical grade for Statewide and Local Dual Credit Courses, Dual Enrollment, and Capstone Industry Certification-Aligned courses, and five points on the final numerical grade for an Advanced Placement course).

1. Rank by number will be assigned only to valedictorian and salutatorian. If there is a GPA tie, the valedictorian will be identified as the student having the highest GPA coupled with the largest number of credits at the honors and AP levels. For purposes of ranking valedictorian and salutatorian, up to nine (9) credits will be counted annually considering the number of honors, dual enrollment, and AP credits first. The nine credits applied toward valedictorian and salutatorian must be earned through courses that are accessible to all students during the school's designated school day and within the standard academic year (August to May).
2. If more than one student has earned the same GPA and has the same number of Honors/AP/ DE credits, the individuals will share the designated rank. Students other than valedictorian(s) and salutatorian(s) will be recognized only by the tier in which they fall not by a specific number.
3. Credits earned prior to entering the ninth grade will not be included in the computation of grade point average and academic recognition.
4. No transfer course will be awarded honors or AP credit unless so designated on the transcript. Honors and Advanced Placement transfer credit will be accepted only from schools accredited by the Tennessee Department of Education or those accredited by agencies approved by the Tennessee Department of Education.
5. Sumner County Schools will honor the letter grades reflected on the transcript of the transferring student from the Tennessee Department of Education's list of approved schools at http://tn.gov/education/topic/non-public-schools.
6. To be named valedictorian or salutatorian, a student must be enrolled in the graduating high school the last five of the eight terms in school. It is possible, however, for a transfer student with fewer than the last five of the eight terms to share the position of valedictorian or salutatorian.
7. Schools may add additional requirements to calculating academic recognition and valedictorian and salutatorian award with approval from the Director of Schools and Director of Instruction.

Graduation Distinctions

State Honors

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

District Distinction

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

Tennessee Tri-Star Scholar

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

State Distinction

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

a. Earn a nationally and/or state recognized industry certification.
b. Participate in at least one of the Governor's Schools.
c. Participate in one of the state's All State musical organizations.
d. 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.
e. Be selected as a National Merit Finalist or Semi-Finalist.
f. Attain a score of 31 or higher composite score on the ACT or SAT equivalent.
g. Attain a score of 3 or higher on at least two advanced placement exams.
h. Attaining a score of E/e or higher in at least two (2) Cambridge Internation Education A or AS exams.
i. Successfully complete the International Baccalaureate Diploma Program.
j. Earn 12 or more semester hours of postsecondary credit.

Tennessee Seal of Biliteracy

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

a. Complete all English language arts requirements for graduation with an overall grade point average of 3.0 or higher in those classes.
b. Demonstrate English proficiency through one of the following
    I. Score 3 or higher on an AP 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. Attain the required score on the state-approved English language proficiency assessment listed in State Board English as a Second Language Programs Policy 3.207, if the student is and English learner;
    IV. Score at the on-track, or mastered level on each English language arts End of Course assessment taken (excluding End of Course assessments taken during the student's final semester prior to early graduation); AND
c. Demonstrate proficiency in a world language through one (1) of the following:
    I. Sore Intermediate-Mid or higher in all three (3) communication modes (interpersonal, interpretive, and presentational) on a world language proficiency assessment recognized bye the American Council on the Teaching of World Languages (ACTFL);
    II. Score three (3) or higher on an Advance Placement world language exam; B1 or higher on Cambridge International world language exam; or four (4) or higher on an International Baccalaureate world language exam.
    III. Score at the Intermediate level or higher on the Sign Language Proficiency Interview (SLPI: ASL).
d. Each school shall document and track students' progress toward the Seal of Biliteracy.

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

Community Service

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

Industry 4.0

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

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

TSSAA Athletic Eligibility Requirements

All student athletes must meet TSSAA eligibility requirements.

Course Credit Minimums and Maximums

(Includes Sections for Secondary, CTE, and Postsecondary)

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

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

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

All courses and credits listed satisfy either (1) Tennessee or Sumner County core requirements for graduation or (2) additional credits needed to fulfill the minimum 26 credits required for graduation†.
Special courses may be approved by the Tennessee Department of Education for individual high schools. Course codes will be assigned by the TDOE. Such special courses are not listed in this guide.

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

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

-HHS Course Information-

ENGLISH

The English curriculum is designed to promote the skills of reading, writing, listening, and speaking. It includes instructions in language skills, writing, literature, and vocabulary for all grades and levels of students. One (1) unit of credit will be given for the successful completion of each term; no substitutions will be allowed.

Advanced Honors, Honors, and AP courses will include many hours of independent assignments outside the classroom. Students who take courses at these levels must be capable of independent reading and comprehension.

	9th	10th	11th	12th
Standard	English I	English II	English III	English IV
Honors	Honors Eng. I	Honors Eng. II	Honors Eng. III	Honors Eng. IV
Advanced	Hon. Eng. I (World Studies)	Hon. Eng. II/ AP Seminar	AP English Language and Composition	AP English Literature and Composition
Other				College English (taken through MTSU)

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

- Journalism I*Recommended for grades 10-12

Standard English I (103001)

Credit: 1

DESCRIPTION: Freshman Standard English includes the study of basic grammar skills and various forms of literature including the short story, drama, the novel, essays, and poetry. Areas of study also include spelling, vocabulary, and writing skills. This course is designed to prepare the average to above average student for 10th grade standard work.

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

Honors English I (203001)

Credit: 1

PREREQUISITES: Teacher approval and A or B in eighth- grade English

DESCRIPTION: This course is designed to strengthen grammar, writing, and critical reading skills. It will require more written projects and will move at a faster pace than Standard English. Supplemental reading will also be required. Students must be willing to work on an advanced level.

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

Honors English I (World Studies) (213001)*

Credit: 1

PREREQUISITES: Middle-school teacher approval and an A or B in eighth-grade English.

DESCRIPTION: This course is designed to strengthen critical reading and writing skills through the study of World Literature. The course is co-taught with AP World History; therefore, students who take this course must be enrolled in both. Ideal students for World Studies are those who are interested in following the AP English track and are prepared for a rigorous curriculum.

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

Standard English II (103002)

Credit: 1

DESCRIPTION: This course is designed to give the student an understanding of a broad range of literary skills including being able to define and apply literary concepts to literature and the media, being able to effectively use the writing process recursively, and to employ a wide variety of communication skills. There will be a focus on in-depth analysis, questioning and critical thinking skills. Students will increase their understanding of our world and demonstrate responsibility in independent and cooperative tasks. Students will be exposed to a variety of authors, genres, and writing practices throughout these units.

** Summer reading requirements will be posted on the school website and communicated at registration. Students should listen to morning announcements and/or contact the appropriate teacher(s) for further information.*

Honors English II (203002)

Credit: 1

PREREQUISITE: A or B average in ninth-grade English and Teacher Approval

DESCRIPTION: This course is designed to give the student an understanding of a broad range of literary skills including being able to define and apply literary concepts to literature and the media, being able to effectively use the writing process recursively, and to employ a wide variety of communication skills. There will be a focus on in-depth analysis, questioning and critical thinking skills. Students will increase their understanding of our world and demonstrate responsibility in independent and cooperative tasks. Students will be exposed to a variety of authors, genres, and writing practices throughout these units.

** Summer reading requirements will be posted on the school website and communicated at registration. Students should listen to morning announcements and/or contact the appropriate teacher(s) for further information.*

Honors English II (223002)/ AP Seminar (303167)

Credit: (1 for English, 1 for Seminar)

PREREQUISITE: A or B average in ninth-grade English and Teacher Approval

AP Seminar must be taken simultaneously with Honors Eng. II

Honors Eng. II: This course is designed to present the Sophomore English curriculum in a format to prepare students for future Advanced Placement courses. A concentrated emphasis on critical reading and the writing process will be the primary objectives of the course. Outside work will be required.

AP Seminar (the first of two classes for AP Capstone) is a course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students practice reading and analyzing texts that cover various subjects, perspectives, complexity, and medium. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

**Summer reading requirements will be posted on the school website and communicated at registration. Students should listen to morning announcements and/or contact the appropriate teacher(s) for further information.*

Standard English III (103003)

Credit: 1

DESCRIPTION: The English III course will involve the study of a variety of American literature with an emphasis on close reading to analyze the author's purpose, style, and tone. Writing will serve as a central component to this course with a focus on expository, argumentative, and narrative writing. Students will develop vocabulary, sentence structure, and grammatical skills. Speaking and listening skills will be addressed through Socratic seminars, debates, and presentations. There will be a strong focus on preparation for the language and reading portion of the ACT.

** Summer reading requirements will be posted on the school website and communicated at registration. Students should listen to morning announcements and/or contact the appropriate teacher(s) for further information.*

Honors English III (203003)

Credit: 1

PREREQUISITE: A or B average in tenth-grade English and Teacher Approval

DESCRIPTION: Honors English III will expose students to a wide variety of American literature. Students will also be required to write extensively on the literature covered in class. Students will focus on incorporating analysis of literature and synthesis of ideas and themes into their original writing. Grammar, mechanics, and usage will be studied to the extent necessary to assure good writing skills. This course requires students to effectively manage a rigorous workload, and additional outside novels will be required. Weekly vocabulary units and oral presentations are the remaining components of this class meant for the motivated student.

** Summer reading requirements will be posted on the school website and communicated at registration. Students should listen to morning announcements and/or contact the appropriate teacher(s) for further information.*

Advanced Placement English Language: (303013) Credit: 1

PREREQUISITE: A or B average in tenth-grade English and Teacher Approval

DESCRIPTION: According to the course description listed by the College Board, students will "strengthen the effectiveness of [their] writing through close reading and frequent practice at applying rhetorical strategies, analyzing information from source texts, and writing arguments." Students will study and become critical readers "of predominately nonfiction works." Students will receive college credit for English 101 if they receive a score of "4" or "5" on the AP exam. AP test fee is approximately $99.

**Summer reading requirements will be posted on the school website and communicated at registration. Students should listen to morning announcements and/or contact the appropriate teacher(s) for further information.*

Standard English IV (103005) Credit: 1

DESCRIPTION: Students will study English literature, analytical writing, and MLA formatting. Emphasis will be placed on independent reading, study skills and literary annotation. Students will also complete a research paper utilizing primary and secondary sources.

** Summer reading requirements will be posted on the school website and communicated at registration. Students should listen to morning announcements and/or contact the appropriate teacher(s) for further information.*

Honors English IV (203005) Credit: 1

PREREQUISITE: A or B average in eleventh-grade English and Teacher Approval

DESCRIPTION: Independent critical thinking, reading and writing are emphasized. This course includes an overview of British and/or world literature, as well as MLA review, analytical writing, and literary analysis.

**Summer reading requirements will be posted on the school website and communicated at registration. Students should listen to morning announcements and/or contact the appropriate teacher(s) for further information.*

Advanced Placement Literature: English IV (303014) Credit: 1

PREREQUISITE: A or B average in eleventh-grade English and Teacher Approval

DESCRIPTION: This College Board course is designed to prepare students to earn college credit by taking the AP English literature exam in May. An overview of American and British literature is combined with close readings of classic and contemporary novels of recognized literary merit, and poetry. AP test fee is approximately $99.

**Summer reading requirements will be posted on the school website and communicated at registration. Students should listen to morning announcements and/or contact the appropriate teacher(s) for further information.*

College English 1010 (404039) Credit: 1

PREREQUISITE: Admission to the college, payment of college tuition, and submission of transcript and ACT scores. (ACT English score minimum 19 and ACT reading score minimum 19)

DESCRIPTION: ENGL 1010 is the first of two composition courses (ENGL 1010 and ENGL 1020) required of all students at MTSU that give strategies for reading and thinking critically and for writing/communicating skillfully in varied rhetorical situations you will encounter throughout your life. We'll investigate what good writing looks like, and you'll make choices in your own compositions to achieve your personal, academic, and professional goals. **Students are required to apply for the state Dual Enrollment grant to cover MTSU tuition. In addition, they must purchase required texts.** More information can be obtained through the Dual Enrollment office of MTSU 615-904-8017.

College English 1020 (404040) Credit: 1

PREREQUISITE: Admission to the college, payment of college tuition, and submission of transcript and ACT scores. (ACT English score minimum 19 and ACT reading score minimum 19) & successful completion of ENGL 1010

DESCRIPTION: ENGL 1020 is the second of two composition courses (ENGL 1010 and ENGL 1020) required of all students at MTSU that give strategies for reading and thinking critically and for writing/communicating skillfully in varied rhetorical situations you will encounter throughout your life. **Students are required to apply for the state Dual Enrollment grant to cover MTSU tuition. In addition, they must purchase required texts.** More information can be obtained through the Dual Enrollment office of MTSU 615-904-8017.

Journalism I/Fundamentals of Journalism (103008) Credit: 1

Grade Level: 9, 10, 11, 12

DESCRIPTION: This course is geared for students who have little or no experience in journalism, but who have a strong interest in learning the fundamentals of newspaper writing and recording. Students will learn how to write different types of articles, conduct interviews, and organize a story. A study of the history, ethics, and legal issues in the media will be included.

MATHEMATICS

SCHOOL YEAR 2026-2027 MATH PATHWAYS REFERENCE PAGE

	9th	10th	11th	12th
Standard	FALL: ALGEBRA I- Part 1 Extended SPRING: ALGEBRA I- Part 2 Extended Or STANDARD ALGEBRA I	GEOMETRY	ALGEBRA II	STANDARD PRE-CALCULUS or STANDARD STATISTICS
Honors	HONORS ALGEBRA I	HONORS GEOMETRY	HONORS ALGEBRA II	HONORS PRE-CALCULUS (SDC) or HONORS STATISTICS (SDC) or ADVANCED PLACEMENT PRECALCULUS
Advanced	FALL: HONORS ALGEBRA I SPRING: FRESHMAN HONORS ALGEBRA II	FALL: HONORS GEOMETRY for AP PRECALCULUS SPRING: ADVANCED PLACEMENT PRECALCULUS	FALL: HONORS CALCULUS SPRING: ADVANCED PLACEMENT CALCULUS AB/BC	ADVANCED PLACEMENT STATISTICS

Alternate Honors	HONORS ALGEBRA I	FALL: HONORS GEOMETRY (or spring freshman year with teacher recommendation and enrollment in a computer science class) SPRING: HONORS ALGEBRA II	HONORS PRECALCULUS (SDC) or ADVANCED PLACEMENT PRECALCULUS	HONORS STATISTICS (SDC) or FALL: HONORS CALCULUS SPRING: ADVANCED PLACEMENT CALCULUS AB/BC or ADVANCED PLACEMENT STATISTICS

Algebra I

Credit: 1

Standard 1- Part 1 Ext. Schedule (131023 Fall)
Standard 1- Part 2 Ext. Schedule (131024 Spring)
Standard Algebra (103102)
Honors (203102) – Placement is determined by an 8th grade benchmark test and teacher recommendation.
DESCRIPTION: Emphasis will be placed on working with integers, solving equations, and graphing. The course includes a thorough coverage of polynomials, factoring, quadratics functions, and exponential functions. Additional topics include exponent rules, inequalities, radicals, and an introduction to statistics. Algebra IA and IB is awarded two credits for this full year program which must be completed as a pair for Tennessee course content in Algebra I to be finished.

Placement in Algebra is based on a combination of the student's score on the 8th grade math assessment and math teacher recommendation.

Geometry

Credit:1

Standard (103108)
Honors (203108) Minimum C in Honors Algebra I and math teacher recommendation**.**
For AP Precalculus (213108) Minimum C in Freshman Honors Algebra II and math teacher recommendation
Grade Level: 10
DESCRIPTION*:* Geometry is a branch of math that studies the measurement, properties, and relationships of points, lines, angles, and two- and three-dimensional figures. The topics to be studied include basic geometric figures, deductive reasoning and proofs, transformations, parallel lines and planes, congruence and similarity, quadrilaterals, investigation of right triangles, circles, and probability. This course requires extensive study outside of the classroom to achieve competency. Successful completion of Algebra 1 is required for this course.

Algebra II

Credit: 1

Standard (103103)
Honors (203103) Minimum C in Honors Geometry and math teacher recommendation
Freshman Honors (213103) Minimum C in Honors Algebra I and Math teacher recommendation
DESCRIPTION: This course emphasizes polynomial, rational and exponential expressions, equations, and functions. This course also introduces students to the complex number system, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically.

Pre-Calculus

Credit: 1

Standard (103126)
SDC Honors (216432) Minimum C in Algebra II and math teacher recommendation or Honors Algebra II
Advanced Placement (302146) Minimum B in Honors Algebra II and math teacher recommendation or minimum C in Advanced Algebra II. AP Exam required**.**
DESCRIPTION*:* This course is an advanced algebra course with an introduction to analysis. Algebraic polynomials of two variables will be studied in some detail. The study of trigonometric functions and their application is also an integral part. This course is recommended for those students who will be taking Calculus or any other upper-level college course while in high school or in college. Students that take SDC Honors Pre-Calculus (Trigonometry) will be required to take the free Statewide Dual Credit challenge exam for an opportunity to earn college credit at any TN public postsecondary school. For those completing Advanced Placement, the AP test fee is approximately $99.

Calculus

Credit: 1

Honors (203113) Fall Minimum C in Advanced Pre-Calculus (Trigonometry).
Advanced Placement AB (303127) Spring Minimum C in Honors Calculus and math teacher recommendation. AP Exam required.
DESCRIPTION: This course is an advanced algebra course with an introduction to calculus and analytic geometry. Special emphasis will be given to logical methods of proof; thus, analysis is more abstract than its prerequisites. The elements of calculus that are to be emphasized include elementary functions (algebraic, trigonometric, exponential, and logarithmic) and differential calculus. Graphing calculator needed. Calculus BC may be given as an option for those wishing to pursue a second calculus credit. For those completing Advanced Placement, the AP test fee is approximately $99.

Statistics

Credit: 1

Standard (103136)
SDC Honors (206433) Minimum B in Algebra II and math teacher recommendation
Advanced Placement (303129) Minimum C in Honors Pre-Calculus or math teacher recommendation. AP Exam required.
DESCRIPTION*:* The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Students that take SDC Honors Statistics will be required to take the free Statewide Dual Credit Challenge Exam for an opportunity to earn college credit at any TN public postsecondary school. For those completing Advanced Placement, the AP test fee is approximately $99.

DE College Algebra (404012)

Credit: 1

PREREQUISITE: Two years of high school algebra and a Math Enhanced ACT math sub score of 17-18
***DESCRIPTION*:** This is an equivalent course to College Algebra (Math 1710) and satisfies the General Education Mathematics requirement and meets specific requirements for programs as outlined in the MTSU Undergraduate Catalog. Topics include factoring of polynomials; simplifying radical expressions; exponential properties; graphing equations; functions—linear, quadratic, exponential, logarithmic; analysis of graphs; linear systems; inequalities; counting principles; and probability. This course requires a graphing calculator. REQUIRED TEXT: *College Algebra with Modeling & Visualization,* 6th edition, by Rockswold**. Students are required to apply for the state Dual Enrollment grant to cover MTSU tuition. In addition, they must purchase required texts.** More information can be obtained through the Dual Enrollment office of MTSU 615-904-8017.

SCIENCE

	9th	10th	11th	12th
Standard	ENVIROMENTAL SCIENCE or AGRISCIENCE	BIOLOGY	CHEMISTRY	OPTIONAL SCIENCE CREDIT (ECOLOGY)
Honors	HONORS ENVIRONMENTAL SCIENCE or HONORS AGRISCIENCE	HONORS BIOLOGY (optional) HONORS CHEMISTRY or HONORS PHYSICS	HONORS CHEMISTRY or HONORS PHYSICS (optional) ANATOMY & PHYSIOLOGY I AP BIOLOGY AP CHEMISTRY AP ENVIRONMENTAL and/ or AP PHYSICS I and/or II	ANATOMY & PHYSIOLOGY I or II CHEMISTRY II AP BIOLOGY AP CHEMISTRY AP ENVIRONMENTAL and/or AP PHYSICS I and/or II

Advanced	HONORS ENVIRONMENTAL SCIENCE	FALL- HONORS BIOLOGY and SPRING- HONORS CHEMISTRY or HONORS PHYSICS	HONORS ANATOMY & PHYSIOLOGY I AP BIOLOGY AP CHEMISTRY AP ENVIRONMENTAL and/or AP PHYSICS I and/or II	HONORS ANATOMY & PHYSIOLOGY I or II CHEMISTRY II AP BIOLOGY AP CHEMISTRY AP ENVIRONMENTAL and/or AP PHYSICS I and/or II

Environmental Science (103236)

Credit:1

Grade Level: 9

***DESCRIPTION*:** Environmental science is a course dedicated to understanding the interactions between earth's natural systems and the demands placed on them by the human population. This course covers principles of environmental impacts, energy consumption, and ecosystem management. The course includes elements of life science, physical science, and social science.

Honors Environmental Science (203236)

Credit:1

Grade Level: 9

***DESCRIPTION*:** Environmental science is a course dedicated to understanding the interactions between earth's natural systems and the demands placed on them by the human population. This course covers principles of environmental impacts, energy consumption, and ecosystem management. The course includes elements of life science, physical science, and social science. This honors-level course is designed to provide a deeper understanding of the intricate relationships between living organisms and their surroundings, while also emphasizing critical thinking, research skills, and a more comprehensive exploration of academic standards.

Agriscience (805957)

Credit: 1

Grade Level: 9, 10, 11

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

Honors Agriscience (825957)

Credit: 1

PREQUISITE: At lease a B in 8th grade science and at least a B in English

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

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

Biology (103210)
Honors(203210)

Credit: 1

Grade Level: 10

PREREQUISITES: Agriscience or Environmental Science

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

Honors Biology II (203216) & Advanced Placement Biology (303217)

Credits: 1 per semester/ 2 total

PREREQUISITES: Hon. Biology & Chemistry

DESCRIPTION*:** These courses are designed to be the equivalent of a two-semester college introductory course usually taken by biology majors during their first year. They will differ significantly from honors biology with respect to the kind of textbook used, the range and depth of topics covered, the type of lab work done, and the time and effort required of students. The year is divided into four Big Ideas: Evolution, Cellular Process- Energy & Communication, Genetics & Information Transfer, and Interactions. This is a two-semester commitment and students will be required to take the AP exam upon completion. The AP test fee is approximately $99. Note: Some summer work is required. ***No credit will be awarded until completion of the class at the end of the Spring Semester.

Advanced Placement Environmental Science (303236)

Credit:1

PREREQUISITES: Algebra I, Biology & English II

***DESCRIPTION*:** The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Chemistry

Credit: 1

Standard (103221)

Honors (203221)

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

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

Honors Chemistry II (203224)

Credit: 1

PREREQUISITES: Honors Chemistry and Honors Algebra II (Grade in both A or B) and teacher recommendation

DESCRIPTION: This course, designed for college-bound students, is a rigorous, math based, continuation of Honors Chemistry. This course will include a study of stoichiometry, acid/base reactions, oxidation-reduction reactions, thermodynamics, and organic chemistry.

Honors Chem II for AP (213224) & Advanced Placement Chemistry (303225)

Credits: 1 per semester/ 2 total PREREQUISITES: Honors Chemistry I

DESCRIPTION: This course is designed to prepare students for the AP Chemistry Exam. The course serves as a foundation in chemistry for students majoring in physical science or engineering. The enrolled students are required to take the AP Exam at a cost of approximately $99.

Honors Anatomy and Physiology I (203251)

Credit: 1

PREREQUISITES: Biology and Chemistry

DESCRIPTION: Anatomy and Physiology is the study of the body's structures and respective functions at the molecular, biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through labs, models, and diagrams.

The course prepares students for medicine, healthcare, sports, fitness careers, as well as for taking a part in their own health and wellness. This course prepares the student for college level work.

Honors Anatomy and Physiology II (203295)

Credit: 1

PREREQUISITES: Honors Anatomy and Physiology I

DESCRIPTION: Anatomy and Physiology II will encompass the following introductions to these bodily systems, their functions, organs, physiology, and microanatomy: Nervous System, Digestive System, Respiratory System, Reproductive System, Endocrine System, Immune System and bodily disorders of all designated systems. Students will conduct a research paper each semester dealing with a disorder or disease. It will have rough drafts, and bibliography checks before final submission.

Honors Physics (203231)

Credit:1

PREREQUISITES: Successful completion of Algebra I

DESCRIPTION: This course is intended to provide a broad introduction to Physics for students interested in preparing for higher education especially in the fields of engineering, architecture, or pre-med. Honors Physics involves much theory and logical derivations of various equations. Topics to be covered include classical mechanics, thermodynamics, wave motion, electricity and magnetism, and nuclear physics. Mathematical requirements are emphasized.

Advanced Placement Physics I (303238)

Credit:1

PREREQUISITES: Honors Physics, Algebra I and Algebra II

DESCRIPTION: Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas: (1) Objects and systems have properties such as mass and charge. Systems may have internal structure. (2) Fields existing in space can be used to explain interactions. (3) The interactions of an object with other objects can be described by forces. (4) Interactions between systems can result in changes in those systems. (5) Changes that occur because of interactions are constrained by conservation laws. (6) Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena. The cost of the exam is approximately $99.

Advanced Placement Physics II (303239)

Credit: 1

PREREQUISITES: Honors Physics, AP Physics I, Algebra I, Algebra II

DESCRIPTION: Students explore principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas: (1) Objects and systems have properties such as mass and charge. (2) Systems may have internal structure. (3) Fields existing in space can be used to explain interactions. (4) The interactions of an object with other objects can be described by forces. (5) Interactions between systems can result in changes in those systems. (6) Changes that occur as a result of interactions are constrained by conservation laws. (7) Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena. The mathematics of probability can be used to describe the behavior of complex systems and to interpret the behavior of quantum mechanical systems. The cost of the exam is approximately $99

Ecology (103255)

Credit: 1

Grade Level: 12

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

SOCIAL STUDIES

	9th	10th	11th	12th
Standard	World History* (9-10)		US History*	US Government/Economics*
Honors	Honors World History (9-10)		Honors US History	Honors US Government/Economics
Advanced Placement	AP World History (World Studies) AP Psychology (9-12)	AP Human Geography (10-12) AP European History (10-12) AP Psychology (9-12) OR AP African American History (10-12)	AP US History AP Human Geography (10-12) AP European History (10-12) AP Psychology (9-12) AP Comparative Government (11-12) OR AP African American History (10-12)	AP US Government/ Economics AP Human Geography (10-12) AP European History (10-12) AP Psychology (9-12) AP Comparative Government (11-12) OR AP African American History (10-12)

World History (103415)

Credit: 1

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

DESCRIPTION: Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asian and South America. They will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

Advanced Placement World History-Modern (World Studies) (303449)

Credit: 1

Grade Levels: 9

PREREQUISITE: Teacher recommendation

DESCRIPTION: This is an introductory college-level modern World History course. Students cultivate their understanding of World History from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students should expect extensive outside readings and intensive writing instruction. aka *World Studies*, it is a year-long course combined with Adv. Honors English I using a team-teaching approach. All students are required to take the AP exam in May. The AP exam fee is $99.

U.S. History (103416)

Credit: 1

Grade Level: 11, 12

Honors (203416) ***Prerequisite: Teacher Approval***

DESCRIPTION: This course covers the period in American history following Reconstruction to the present day (1877-Present). Topics will be studied chronologically and thematically to establish a broad understanding of ideas and events that have shaped our nation in the past 145 years. Major areas of study will be Reconstruction, American Expansion, the Gilded Age, Progressivism, WWI, the 1920s, the Great Depression, WWII, the Cold War, the Civil Rights Movement, 1960s, and recent history up to 21st century America. Assignments will include a variety of projects, readings, and research. In class, work will consist of discussion, lecture, and analysis of primary documents. Honors course students should expect a rigorous course of study composed of assignments and lectures that surpass the content of standard American History classes.

Advanced Placement U. S. History (303440)

Credit: 1

Grade Level: 11, 12
PREREQUISITE: Teacher approval RECOMMENDED: 3.0 G.P.A.
DESCRIPTION: AP United States History (APUSH) is a college level course that consists of a survey of American History from Exploration to Present. This is a semester-long course, offered in the Spring semester. APUSH is a rigorous, fast-paced course and students must be willing to devote substantial time to study and the completion of assignments outside of the classroom. Emphasis is placed on class discussion, the use of primary and secondary sources, critical reading, and analytical thinking and writing. The cost of the exam is approximately $99.

Advanced Placement European History (303441)

Credit: 1

Grade Level: 10, 11, 12
PREREQUISITE: Honors World Studies OR A.P. U.S. History and/or teacher recommendation
DESCRIPTION: The AP European History course encourages students to analyze and interpret historical facts and evidence to achieve understanding of major developments in European history. Students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The AP Test fee is $99, and all students enrolled in this class are required to take the exam.

Advanced Placement African American History (303442)

Credit: 1

Grade Level: 10, 11, 12
DESCRIPTION: AP African American Studies is an interdisciplinary, college-level course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. AP African American Studies is a semester long course offered in the fall with optional study sessions scheduled outside of school hours multiple times throughout the spring semester. Students who take this course should be disciplined and self-motivated to study throughout the spring semester to prepare for the test in May. The AP exam fee is approximately $99 and all students who take AP African American Studies are expected to take the exam.

Advanced Placement Human Geography (303450)

Credit: 1

Grade Level: 10, 11, 12
PREREQUISITE: Teacher approval/recommendation
DESCRIPTION: AP Human Geography is equivalent to an introductory college-level course in Human Geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

U. S. Government and Civics (103417)

Credit: .5

Honors (203417)
PREREQUISITES: U. S. History or currently enrolled in U.S. History
DESCRIPTION: Students will study the purposes, principles and practices of American government as established by the Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state and national government. Students will learn the structure and processes of the government of the state of Tennessee and various local governments. The reading of primary source documents is a key feature of United States Government and Civics standards.

Advanced Placement Government/Honors Economics (303445 + 203431)

Credit: 1

Grade Level: 11, 12
DESCRIPTION: AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections

among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. (All students will have an opportunity to participate in the Tennessee YMCA Center for Engagement's Youth in Government program, which will take place in April at the Tennessee State Capitol.). The AP Test fee is $99, and all students enrolled in this class are required to take the exam.

Advanced Placement Comparative Government (303446) (Fall Semester)

Credit: 1

Grade Level: 11, 12

DESCRIPTION: AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. You will also engage in disciplinary practices that require you to read and interpret data, make comparisons and applications, and develop evidence-based arguments. The focus of this course is on each of these countries in present day rather than focusing on their history. The AP Test fee is $99, and all students enrolled in this class are required to take the exam.

Economics (103431)

Credit: .5

PREREQUISITES: U. S. History or currently enrolled in U.S. History

Honors (203431)

DESCRIPTION: Economics is the study of human behavior in producing, distributing, and consuming material goods and services. The goal of the study of economics is to equip students with a set of analytical tools to help them reason objectively and independently about economic problems. Students earning a full credit in Marketing I may fulfill the state requirement for 1/2 credit in Economics.

Advanced Placement Government/Honors Economics (303445 + 213431)

PREREQUISITE: U.S. History

Credit: .5 Economics and .5 Government

DESCRIPTION: American Government: Following the AP curriculum, topics will include: US Constitution; political beliefs/ behaviors; political parties, interest groups, mass media; the courts; public policy; civil rights/liberties. Economics: Basic concepts (scarcity, supply, demand), economic performance measurements, national income/ price determination and international growth will be covered. This class will culminate with the AP exam in US Government/Politics (approximate test fee of $99)

Psychology (103433)

Credit: .5

Grade Level: 11, 12

DESCRIPTION: Psychology is designed to give the student an overall view of human behavior. Topics covered will be methods of research, what psychology is and is not, a brief history of psychology, occupations utilizing psychology, theories of learning, theories of personality, intelligence, psychological testing, stress, and behavior disorders.

Advanced Placement Psychology (303447)

Credit: 1

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

Sociology (103432)

Credit: .5

Grade Level: 11, 12

DESCRIPTION: Sociology provides the student with an overview of the functions of the institutions of family, education, government, economy and religion as a part of society. Among topics discussed are social stratification, culture, and social problems such as poverty, crime, overpopulation, prejudice and discrimination, divorce, and suicide.

WORLD LANGUAGE

Two years of the same world language are required to receive a Common Core diploma. When choosing a world language, parents and students should be aware that many colleges and universities now require students to have proficiency in a world language to receive a college degree. Students can earn both language credits in the same year.

Standard Spanish I (103021) Credit: 1

DESCRIPTION: Through the introductory course in Spanish, students gain the ability to communicate in a wide variety of situations. Vocabulary, grammar, and culture are taught together to help the novice language learner gain confidence. Students finish the semester able to speak Spanish in a variety of real-life situations.

Honors Spanish I (203021) Credit: 1

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

DESCRIPTION: Students gain the ability to communicate in Spanish in all the situations covered in Standard Spanish 1. Students will move at a faster pace and therefore extend their ability to communicate beyond that of Standard Spanish 1 students. In addition, they will focus in greater detail on the fine points of grammar and different nuances in meaning. They will emerge as more well-rounded Spanish language learner.

Standard Spanish II (103022) Credit: 1

PREREQUISITES: Spanish I Standard OR Spanish I Honors

DESCRIPTION: This course fulfills the basic foreign language requirements for graduation. Students continue to gain confidence in their Spanish-speaking abilities as they communicate in more real-life situations. Vocabulary, grammar, and culture knowledge will be extended to support more advanced conversation.

Honors Spanish II (203022) Credit: 1

PREREQUISITES: A or B in Spanish I Honors; Spanish I Standard with recommendation of Spanish I teacher

DESCRIPTION: Students will make strides in reading and listening comprehension as well as express themselves in Spanish through the written and spoken word. They will enjoy greater immersion in the language as much of the instruction will be given in Spanish. They will cover the same content as Standard Spanish II and more as they move at a faster pace, and they will focus in greater detail on the fine points of grammar and different nuances in meaning. This course serves as a prerequisite for Honors Spanish III and Spanish IV. It also fulfills the basic requirements for graduation.

Honors Spanish III (203023) Credit:1

PREREQUISITES: A or B in Spanish II Honors and teacher recommendation

DESCRIPTION: This course is for learners who want a more rigorous immersion in the language, along with exposure to more vocabulary and attention to even finer details of grammar. Students will develop appreciation of culture through the study of literature, the arts, and current events in the Hispanic world. Students should expect to express themselves in the target language. In addition, students will do independent research projects on topics of their choice.

Honors Spanish IV (203024) Credit: 1

PREREQUISITES: A or B in Spanish III Honors and teacher recommendation

DESCRIPTION: This course is for learners preparing for advanced Spanish in college or for Advanced Placement Spanish in high school. Students will continue to develop appreciation of culture through the study of literature, the arts, and current events in the Hispanic world. In addition, students will extend their vocabulary to discuss their personal identities and future aspirations. Students should expect to receive instruction and express themselves in the target language. In addition, students will do independent research projects on topics of their choice.

Advanced Placement Spanish (303025)

Credit: 1

PREREQUISITES: An A or B in Honors Spanish III, along with teacher recommendation.

DESCRIPTION: The goal of this course is to move the Spanish learner forward to the level of a fifth or sixth semester university Spanish course. With that goal in mind, this is a very rigorous course designed for the serious Spanish student who has a firm command of vocabulary and grammar from Honors Spanish III. In addition, students should be able to express themselves easily in Spanish through both the spoken and written word, and to understand Spanish targeted to native speakers. The objective of the AP student is to master communication in formal and informal arenas. Students will hone their skills by writing opinion articles, engaging in round table discussions, and reading and analyzing texts that range from stories and articles focusing on everyday concerns to more formal essays. All students will take the AP test in May at a cost of approximately $99.

Standard French I (103041)

Credit: 1

DESCRIPTION: Through the introductory course in French, students gain the ability to communicate in a wide variety of situations. Vocabulary, grammar, and culture are taught together to help the novice language learner gain confidence. Students finish the semester able to speak French in a variety of real-life situations.

Honors French I (203041)

Credit: 1

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

DESCRIPTION: Students gain the ability to communicate in French in all the situations covered in Standard French 1. Students will move at a faster pace and therefore extend their ability to communicate beyond that of Standard French 1 students. In addition, they will focus in greater detail on the fine points of grammar and different nuances in meaning. They will emerge as more well-rounded French language learner.

Standard French II (103042)

Credit: 1

PREREQUISITES: French I Standard OR French I Honors

DESCRIPTION: This course fulfills the basic foreign language requirements for graduation. Students continue to gain confidence in their French-speaking abilities as they communicate in more real-life situations. Vocabulary, grammar, and culture knowledge will be extended to support more advanced conversation.

Honors French II (203042)

Credit: 1

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

DESCRIPTION: Students will make strides in reading and listening comprehension as well as express themselves in French through the written and spoken word. They will enjoy greater immersion in the language as much of the instruction will be given in French. They will cover the same content as Standard French II and more as they move at a faster pace, and they will focus in greater detail on the fine points of grammar and different nuances in meaning. This course serves as a prerequisite for Honors French III and French IV. It also fulfills the basic requirements for graduation.

Honors French III &IV (203043/203044)

Credit: 1

PREREQUISITES: French II and Teacher recommendation

DESCRIPTION: French III is a course designed to study advanced grammar, vocabulary, and writing. Written exercises, translation of passages, and projects are required of each student. Emphasis is placed on oral and written self-expression. Studies in culture, history, and geography are expanded.

Honors Japanese I (202442)

Credit: 1

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

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

Honors Japanese II (202443) Credit: 1

PREREQUISITES: A or B in Japanese I Honors

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

Honors Japanese III (202444) Credit: 1

PREREQUISITES: A or B in Japanese II Honors

DESCRIPTION: Honors Japanese III continues where Japanese II leaves off and finishes the Genki textbook (chapters 9-12). This class will complete the student's education of elementary Japanese and put course takers at a JLPT N5 level of speaking, reading, and writing. Course is mostly in Japanese.

ACT PREPARATION

ACT Preparation (106193 Fall & 116193 Spring) Credit: 1

Grade Level: 11, 12 MINIMUM CO-REQUISITE: Algebra II

DESCRIPTION*:* This course prepares students for the ACT by reviewing the skills tested on the English, Math, Reading, and Science sections of this college entrance exam. By the end of the course, students will understand the format of the test, time management skills, and test-taking strategies for each subject of the test. Students will also learn their unique strengths and weaknesses, developing an individualized plan to improve their ACT score. *This course is best suited for students with an ACT practice score in the 16-26 range.*

SPECIAL EDUCATION

Students with Individual Education Plans will be assisted in choosing appropriate courses in the core curriculum areas: mathematics, English, science, social studies, and areas of focus. HHS will offer resource classes in academic areas that will fulfill the IEP as well as count towards graduation with a regular diploma.

Self-Advocacy Skills (924201) Credit: 1

Grade Level: 9, 10

DESCRIPTION: This course is offered to students receiving Special Education Services who would benefit from a course in advocating for academic needs; developing skills to assist in academic classes as well as plan for post-secondary opportunities.

Focus on Adulthood (924202) Credit: 1

Grade Level: 10, 11, 12

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

Work-Based Learning (IEP) (906107) Credit: 1 Per Term

Grade: 11, 12

PREREQUISITE: WBL transportation arrangements will be arranged per IEP team decision.

DESCRIPTION: Work-Based Learning is intended to provide students with opportunities to apply the skills and knowledge gained through their Individual Learning Plan within a professional or academic environment. The course allows students to earn high school credit while completing work skills coursework. An integral part of the course is a portfolio that is completed through tasks required throughout the semester.

Peer Tutor/Mentor Program (823064) Credits: 1 per term; up to 3

Grade Level: 10, 11, 12

PREREQUISITE: Application and approval from a CDC teacher

DESCRIPTION: Students who are interested in taking Peer Mentors must have a strong desire to work with our CDC students. Under the supervision of their assigned CDC teacher, students will work in small group settings with CDC students: assisting them with their classwork, school or community-based jobs, and social skills activities. Students will complete a culminating project about their experiences that will count as the final exam for the class. Students will need to fill out an application and get two teacher recommendations, as well as go through an interview process to serve as a peer mentor each year. Students may take Peer Buddies up to three semesters during block classes as long as they follow all rules and regulations established by the CDC teachers, and they may also serve as senior projects in CDC at teacher discretion. **Applications are in room 112/113 for interested/ prospective peer mentors.**

FINE ARTS

Visual Art I (103501) Credit: 1

Grade Level: 9, 10, 11, 12

DESCRIPTION: Students will learn about the language of visual arts, art history, art criticism, and art production in a course that relies on hands on learning experiences as well as written assignments and tests. The studio production covered in this course will include drawing, painting, color theory, and sculpture.

Visual Art II (103502) Credit: 1

PREREQUISITES: Art I with an A or B average

DESCRIPTION: This course will expand on the production skills learned in Visual Arts I. Students will be held to a higher standard than Art I and be evaluated likewise. Emphasis will be placed on the principles as well as the elements of design to create artwork in various drawing mediums. Students will learn more about the language of visual arts, art history, art criticism, and art production in a course that relies on hands-on learning experiences as well as home projects and tests. Students will also have Home Projects assigned regularly throughout the semester & will be expected to present and critique all of them**.**

Visual Art III (103503) Credit: 1

PREREQUISITES: Art II with an A or B average

DESCRIPTION: This course will expand on the principles and elements of art that are introduced in Art I and Art II. Students will be introduced to some problem-solving projects; however, more time will be spent on introducing new methods and a variety of new materials that were not covered in Art I and Art II. This is an introduction to Studio Art. Students will be held to a higher standard than Art I & II and be evaluated likewise. Students will also have Home Projects assigned regularly throughout the semester & will be expected to present and critique all of them.

Visual Art IV (113503) Credit: 1

PREREQUISITES: Art I, II & III with an A or B average

DESCRIPTION: Students entering this course will be expected to demonstrate advanced level skills in drawing, painting, ceramics, mixed media and sculpture. Although some assignments will be very structured, the emphasis will be on finding unique individual solutions to creative art problems. All Art IV students will also have Home Projects assigned regularly throughout the semester & will be expected to present and critique all of them.

Symphonic Band (Fall 103566 + Spring 103567) Credit: 1

Grade Level: 10, 11, 12

PREREQUISITE: 1+ years' experience in high school band OR band director approval

DESCRIPTION: This course involves the rehearsal and performance of band literature in the grade III-VI categories. All wind instrumentalists in grades 10-12 should register for this class. Members will audition for the All-County and Mid-State bands, to participate in the Solo and Ensemble festival, and be strongly encouraged to take private lessons.

Color Guard (179310) Credit:1

PREREQUISITES: Teacher approval

DESCRIPTION: This class is designated for any students selected for the marching band color guard for the current fall semester. Enrollment in this class is by band director approval only. This class will be used for color guard members to rehearse and learn their routine for the marching band show and to continue to clean and learn new techniques.

String Orchestra (Fall 103569/ Spring 113569) Credit:1/per term

PREREQUISITES: Teacher approval, Prior experience (this is not a beginning group)

DESCRIPTION: This course involves the rehearsal and performance of orchestral (violin, viola, cello, bass, harp) string literature in the grade II-VI categories. Students may audition for Mid-State/All-State organizations and will participate in a Solo and Ensemble festival.

Honors Music Theory (203574) Credit: 1

Grade Level: 10, 11, 12

PREREQUISTES: Extensive experience reading traditional music notation and performing instrumental or choral music.

DESCRIPTION: This course, offered only in the fall semester, is designed to be taken **in the same school year** as AP Music Theory (offered in the spring semester). The class is designed for the serious music student who intends to further his or her study or vocal or instrumental music at the university level. Material covered will include basic and intermediate music theory and harmony, ear training and sight singing. THIS IS NOT A COURSE FOR BEGINNING MUSIC STUDENTS. Students must be proficient in voice or an instrument and be able to read traditional music notation.

Advanced Placement Music Theory (303535) Credit: 1

Grade Level: 11, 12

PREREQUISITE: Successful completion of Music Theory, or approval of instructor

DESCRIPTION: This intense, second level version of the Music Theory curriculum emphasizes sight singing, dictation, and analysis. Students must be proficient in voice or instrumental music and must take the AP Music Theory exam (approx. fee $99) at the end of the spring term.

Music for Enjoyment & Understanding (103505) Credit: 1

Grade Level: 9,10,11, 12

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

Concert Chorus (Fall 103570/ Spring 113570) Credit: 1

PREREQUISITE: A positive interest in singing.

DESCRIPTION: This course involves the rehearsal and performance of choral music. Members will have several performance opportunities and emphasis is placed on further vocal development and choral learning. There is no audition for this group.

Chamber Choir [Audition Only] (Fall 113573 & Spring 103572) Credits: 2

Grade Level: 10, 11, 12

PREREQUISITE: Audition required and if selected, a student MUST commit to both semesters.

DESCRIPTION: This small, advanced choral group specializes in madrigal and advanced choral music as well as Coffee House material. Members will be selected from auditions in the spring. Select Chorus has many required performances throughout the year. Dedication and dependability are essential to this elite group.

Guitar (103568) Credit: 1

PREREQUISITE: Student needs to provide their own guitar.

DESCRIPTION: Guitar class is a beginning-intermediate level music class. The class will cover basics of music reading and TAB reading. The students will learn the basics of the instrument, the parts, the tuning, and the mechanics. This class is mostly

for students who wish to learn how to play the guitar but there will be opportunity for students who already know basics of the guitar to improve their skills. If you've wanted to learn how to play the guitar this class is your chance!

Piano I (103565) Credit: 1

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

Piano II (123565) Credit: 1

PREREQUISITES: Piano I and teacher recommendation

DESCRIPTION: This course provides class instruction in piano, building on the skills learned in the HHS Piano 1 Class. Skills covered include major and minor scales and arpeggios, solo repertoire, ensemble playing, harmonization, transposition, sight-reading, chord progressions and chord realization. Students enrolled in this course will be required to participate in the Piano Guild Auditions and the Nashville Area Music Teachers Association Festival, as well as a recital performance at the end of the semester. All performances are required and part of the grade for the class.

Piano III (133565) Credit: 1

PREREQUISITES: Piano II and teacher recommendation

DESCRIPTION: This course is a continuation of functional keyboard skills learned in the HHS Piano I and II class, including technical exercises, sight-reading, ensemble playing and intermediate solo repertoire. This class is for experienced piano players and those considering studying music at the college level. Students enrolled in this course will be required to participate in the Piano Guild Auditions and the Nashville Area Music Teachers Association Festival, as well as a recital performance at the end of the semester. All performances are required and part of the grade for the class.

Advanced Piano (123505) Credit: 1

PREREQUISITES: Piano III and teacher recommendation

DESCRIPTION: This course is a continuation of functional keyboard skills learned in the HHS Piano I, II and III class, including technical exercises, sight-reading, ensemble playing and advanced solo repertoire. This class is for experienced piano players and those considering studying music at the college level. Completion of this course will prepare the student for a university level Piano Audition or the Piano Proficiency Exam in a collegiate music program. Students enrolled in this course will be required to participate in the Piano Guild Auditions and the Nashville Area Music Teachers Association Festival, as well as a recital performance at the end of the semester. All performances are required and part of the grade for the class.

Introduction to Theatre Arts I (103520) Credit: 1

Grade Level: 9, 10, 11, 12

DESCRIPTION: This is an introductory course in theatre appreciation. Course work includes the study of various aspects of theatre including stage terminology, stage movement, characterization, improvisation, pantomime, basic acting, theatre history, play production, and dramatic criticism. Students are expected to memorize lines and perform in front of their peers. This course fulfills the fine arts credit necessary for graduation.

Theatre Arts II (103521)

Grade Level: 10, 11, 12 Credit: 1

PREREQUISITES: Theatre Arts I with an A or B or Instructor Approval

DESCRIPTION: This course is to provide for the continued growth and development of the students' acting and technical skills through a hands-on approach to theatre. Students are given the opportunity for actual experience through the reading of plays and a performance of a one act play at the end of the course. Outside class rehearsals and a performance are mandatory. **THIS CLASS MEETS IN THE SPRING ONLY**

Play Production- Fall Play (103522) Credit: 1

Grade Level: 9, 10, 11, 12

PREREQUISITES: Middle school theatre director approval, complete theatre I, or HHS theatre teacher approval.

DESCRIPTION: This class is a performance-based class. Students will produce a full-length play. Students will audition for roles and be required to fulfill those roles over multiple nights at the end of the class. Outside class rehearsals and performances are mandatory. Students who fail other classes or have ISS or OSS may be cut from productions at the discretion of the director. Only those students with a love of the stage and the desire to maintain good attendance and work hard should sign up for this class. **THIS COURSE MEETS IN THE FALL ONLY**

Children's Musical (103523) Credit: 1

Grade Level: 10, 11, 12

PREREQUISITES: Middle school theatre director approval, complete theatre I, or HHS theatre teacher approval.

DESCRIPTION: This course will provide for the continued growth and development of the students' acting, musical, and technical skills through a hands-on approach to theatre. The student will be required to sing, act, direct, choreograph, or be technically involved in a "JR" musical for public performance at local elementary and middle schools. Students will audition for roles and be required to fulfill those roles over multiple nights at the end of the class. Outside class rehearsals and performances are required. Students who fail other classes or have ISS or OSS may be cut from productions at the discretion of the director. Only those students with a love of the stage and the desire to maintain good attendance and work hard should sign up for this class. **THIS CLASS MEETS IN THE FALL ONLY**

Musical Theatre Spring [Audition Only] (123523) Credit: 1

Grade Level: 10, 11, 12

PREREQUISTES: A theatre class with a "B"or receive the theatre teacher's recommendation and selection by audition

DESCRIPTION: This class is performance based. Students will audition for roles and be required to fulfill those roles over multiple nights at the end of the class. Outside class rehearsals and evening performances are required. Students who fail other classes or have ISS or OSS may be cut from productions at the discretion of the director. Only those students with a love of the stage and the desire to maintain good attendance and work hard should sign up for this class.

THIS COURSE MEETS IN THE SPRING ONLY

Digital Arts and Design I (806084) Credit: 1

DESCRIPTION: This is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communication solutions which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio using Apple iMacs, which they will carry with them throughout the full sequence of courses in this program of study. SkillsUSA, the student organization for this course, is active in community service, field trips, and various competitions. Note: Beginning with the 2016-17 school year students will be able to take this course to satisfy the fine art credit required for graduation.

WELLNESS AND PHYSICAL EDUCATION

Wellness (103303) Credit: 1

Grade Level: 9

DESCRIPTION: This course is required for graduation for all students. This course will study the elements of living a healthy life and combines classroom activities with physical activities. (Two units of JROTC will satisfy the Wellness requirement.)

Physical Education (103301) Credit: .5

Grade Level: 11

DESCRIPTION: Numerous activities including walking will be a part of this course. These activities provide carry-over and intrinsic values for leisure time participation in lifetime activities. This course may only be taken one time and cannot be taken with Strength/Conditioning or Weights/ Kinesiology.

Weights and Kinesiology (103302) Credit: 1

Grade Level: 11, 12

DESCRIPTION: This course is designed to further a student's physical development through weight training and conditioning activities. Students will study human muscular movements as applied to physical education. This course may only be taken one time and cannot be taken with PE or Strength/Conditioning.

Strength and Conditioning (varies by team) Credit: .5

Grade Level: 10, 11, 12

PREREQUISITE: Head Coach Approval

DESCRIPTION: This course cannot be taken with PE or Weights/Kinesiology. This course is designed for students participating on athletic teams with prior approval from the head coach of that team. They will be given the opportunity to tryout at the beginning of the official TSSAA mandated start date for that particular sport. *No credit will be issued if a student participates in strength and conditioning while the sport is in season. Up to 1 credit can be earned if the participation is outside of the TSSAA defined season.*

JROTC (Junior Reserve Officer Training Corps)

JROTC BASIC (Fall 103331 + Spring 113331) Credit: 2 (1/per term)

Grade Level: 9-11 PREREQUISITES: This class is designed to be taken both semesters but can be taken individually to avoid schedule conflicts.

DESCRIPTION: This program promotes, character development, civic responsibility, leadership skills, self- discipline, physical fitness, and life skills. Students who complete three terms of JROTC will also satisfy the state required Wellness credit, Personal Finance credit and U.S Government requirement. This program is seeking motivated students who are looking to improve their self-confidence, become physically fit, and develop leadership skills. The program offers four extra-curricular opportunities; a Raider team (advanced physical fitness,) a Rifle Marksmanship team (shooting), a Drill team (marching), and an Academic team (academic bowl/competition).

JROTC COMMAND GROUP (Spring 113334) Credit: 1 (per term)

Grade Level: 12

DESCRIPTION: This class is the advanced leadership class designed for those cadets that currently hold a Company level leadership position. They can be in any block but, must be in a leadership position and approved by the Senior Marine Instructor (SMI).

JROTC RAIDER STRENGTH & CONDITIONING (Fall 103339/(Spring 113339) Credit: 1 (per term)

Grade Level: 9 - 12 PREREQUISITES: Upcoming freshmen athletes are encouraged to join but must be approved by instructor.

DESCRIPTION: Raider block is ROTC with an advanced physical fitness focus. Raider cadets can compete on the Raider team (advanced physical fitness/obstacle course/CrossFit competition). Instructor approval required.

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

Career and Technical Education

Career and Technical Education (CTE) is an option for all students who attend HHS. Unless approved for early graduation or "Move On When Ready" all CTE students are required to complete 3 focus electives. We provide a variety of programs of interest in the CTE Department as focus electives. Elective descriptions can be found in different programs of study and other course descriptions. **Each CTE course has an additional fee to cover student supplies and instructional materials.**

AGRICULTURAL SCIENCES

Agriscience (805957)

Credit: 1

Grade Level: 9, 10, 11

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

Honors Agriscience (825957)

Credit: 1

PREREQUISITE: At least a B in 8th grade science or Physical Science and at least a B in English

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

Program of Study: Horticulture Science		
Course 1	Course 2	Course 3
Agriscience	Greenhouse Management	Landscaping and Turf Science

Greenhouse Management (805954)

Credit: 1

PREREQUISITE: Agriscience

DESCRIPTION*:* Greenhouse management preparesstudents to market and manage a greenhouse operation. Students will grow and manage vegetable and fruit crops, floriculture crops and specialty plant items. Students will have the opportunity to experience the science of plant growth in real world hands-on learning experience. The study of greenhouse structures, plant health, and business management will be explored. Classroom and lab activities will include seeding and propagation of plants, potting, growing vegetables and flowers and the study and examination of exotic plants. Students will have the experience of learning plant identification of greenhouse and floral plants and will have the opportunity to participate in FFA Career Development Events.

Landscaping & Turf Science (805951)

Credit: 1

PREREQUISITE: Principles of Plant Science/Hydroculture OR Greenhouse Management

DESCRIPTION*:* Landscaping and Turf Science is a course designed to provide skills needed in landscape design, maintenance and turf management. This course is geared toward Project Based Learning using real world examples to teach content suchas site analysis and planning, principles of design, plant selection, and care of the installed landscape. Students will focus on aesthetics, conservation, property value, with a strong emphasis on design of residential and commercial landscapes, outdoor rooms, and water gardens. Plant projects will include designing home ornamental fruit and vegetable

gardens and terrarium construction. Students will also create, design, and draft a residential or commercial landscape of their choosing. Students will have the opportunity to compete in the Nursery Landscaping Career Development Event through the FFA.

Program of Study: Veterinary & Animal Science			
Course 1	Course 2	Course 3	Course 4
Agriscience	Small Animal Science	Large Animal Science	Veterinary Science

Small Animal Science (805958)

Credit: 1

PREREQUISITE: Agriscience

***DESCRIPTION*:** This 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. Students will learn to appreciate and value animals, by caring for in-classroom animals.

Large Animal Science (806116)

Credit: 1

PREREQUISITE*:* Successful completion of Agriscience or Honors Agriscience

***DESCRIPTION*:** 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 (805961)

Credit: 1

PREREQUISITE: Small Animal Care or Large Animal Care

***DESCRIPTION*:** This is an advanced course for students who are interested in fields such as zoology, biology, animal science, and veterinary care. Topics covered in the course include animal safety, veterinary laws and ethics, animal anatomy and nutrition, animal first aid, zoonotic diseases and bacteria, laboratory skills, and clinic management. This class can serve as one of the 3 lab science credits necessary for graduation. **This class will satisfy the requirements for 1 lab science credit.**

Program of Study: Agricultural Engineering and Applied Technologies		
Course 1	Course 2	Course 3
Agriscience	Principles of Agricultural Mechanics	Agricultural Power and Equipment

Principles of Agricultural Mechanics (805944)

Credit: 1

PREREQUISITE: Agriscience

***DESCRIPTION**:* Principles of Agricultural Mechanics is an intermediate 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 metal working techniques. Upon completion of this course, proficient students will be prepared for more advance course work in agricultural mechanics.

Agricultural Power and Equipment (805945)

Credit: 1

PREREQUISITES: Agricultural Mechanics and Maintenance, teacher approval

DESCRIPTION: In this class students will use the skills they have developed in Agriculture Mechanics to tackle bigger projects. Aspects of electricity, plumbing, welding, and construction will be examined deeply in the construction of projects such as tables, sheds, and trailers. This class will examine the student's hand-eye coordination, patience, ability to stay on task, ability to follow a set of plans, work ethic, ability to work as a team, and personal responsibility for a project.

Program of Study: Environmental and Natural Resource Management		
Course 1	Course 2	Course 3
Agriscience	Plant and Soil Science	Natural Resources Management -and/or- AP Environmental

Plant and Soil Science (805950) Credit: 1

PREREQUISITE: Agriscience

DESCRIPTION: Plant and Soil Science is an applied-knowledge course focusing on the science and management of plants and soils, with special attention given to current agricultural practices that support the healthy and sustainable cultivation of major crops. Upon completion of this course, proficient students will have been exposed to a range of careers associated with the science and management of plants and soils and will have developed the essential skills and knowledge to be successful in science- or agriculture-related occupations.

Wildlife and Natural Resource Management (806117) Credit: 1

PREREQUISITE: Agriscience & a level 2 or 3 Ag course

DESCRIPTION: This course emphasizes environmental conservation and preservation management. Students will learn about the practices utilized to ensure the sustainability of our outdoor resources for generations to come. Students will also earn their certification in the TN Hunter Safety Course that covers aspects of early hunting, archery, muzzle-loading, hunter ethics, survival skills and firearm safety with the assistance of the Tennessee Wildlife Resource Agency.

Agriculture Co-Op (TBD by pathway) Credit: 1 per enrollment term

Grade Level: 12

PREREQUISITE: **Teacher Approval**

DESCRIPTION: Seniors will have an option to co-op (work in a related job) if they are enrolled in second level agriculture courses and receive teacher approval.

ARCHITECTURAL ENGINEERING (SKILLS USA)

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

Architectural & Engineering Design I (Formerly CAD I) (816037) Credit: 1

Grade Level: 9, 10

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

Architectural & Engineering Design II (Formerly CAD II) (816039) Credit: 1

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

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

Architectural & Engineering Design III (Formerly CAD III) (815927) Credit: 1 or 2

PREREQUISITES: Algebra I, Geometry AND successful completion of Architectural & Engineering Design I/II

DESCRIPTION: Building on the curriculum from the prior two courses, students will have an opportunity to collaborate with their peers, work on projects for their college portfolio, and focus directly on Architecture or Engineering. Students will have an opportunity to job shadow and interview with local professionals. Students will build on the use of both AutoCAD and Inventor.

Engineering Practicum (Formerly CEA)(806141) Credit: 1

PREREQUISITES: Architectural & Engineering Design I, II & III

DESCRIPTION: Engineering Practicum is a high school level specialization course in the PLTW Engineering Program. In this course students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skill.

ARTS, ENTERTAINMENT & DESIGN (SKILLS USA)

Program of Study: Interior Design		
Course 1	Course 2	Course 3
Foundations of Interior Design (I)	Residential Interior Design (II)	Honors Advanced Interior Design (III)

Foundations of Interior Design I (806014)

Credit: 1

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

Residential Interior Design II (806006)

Credit: 1

PREREQUISITE: Foundations of Interior Design I

DESCRIPTION: This is the second course in the Interior Design program of study intended to prepare students for careers in residential interior design. Students will engage in the development of board presentations techniques for residential spaces using textiles and samples, and three-dimensional sketches. Upon completion of this course, proficient students will be able to use manual drafting tools and computer aided drafting software to create original floor plans, perspective drawings and color renderings. This exciting class is project-based, and students will have creative freedom to develop their personal design style as they work towards their final project.

Honors Advanced Interior Design III (826121)

Credit: 1

PREREQUISITE: Foundations of Interior Design I, Residential Interior Design II

DESCRIPTION: Interior Design 3 is the final course in the Interior Design program of study intended to prepare students for careers in commercial interior design. Important components in this course include developing and understanding specifications for commercial design, design safety (OSHA), the principles and elements of design, space planning creativity, and floor plans. Students will be expected to build upon their prior knowledge as they use their creative freedom to develop commercial floor plans, renderings, three-dimensional models and presentations for their own commercial space (bakery, salon, office, boutique, etc.). This class is project-based and exciting!

Program of Study: Audio Visual Production		
Course 1	Course 2	Course 3
A/V Production I	A/V Production II	A/V Production III *

A/V Production I (806049)

Credit:1

Grade Level: 9, 10, 11, 12

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

A/V Production II (806050) Credit: 1

PREREQUISITE: A/V Production I

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

A/V Production III (806083) Credit: 1

PREREQUISITE: A/V Production I & II

DESCRIPTION: This course will expose students to client-based filmmaking, live streaming, and taking a production from start to finish. Students will be challenged to use the knowledge gained in A/V 1 and 2 to write, film, and edit short video productions. Students will also learn the basics of Adobe After Effects. They will continue to explore careers in the film and video industry.

Broadcast Journalism (806158) Credit: 1

Grade Level: 9, 10, 11, 12

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

BUSINESS AND INFORMATION TECHONOLOGY (FBLA)

Program of Study: Office Management		
Course 1	Course 2	Course 3
Principles of Office Applications	Advanced Office Applications	Business Communications

Principles of Office Applications (801284) Credit: 1

Principles of office applications supports students need to navigate computer applications within Microsoft Office Specialist. During this course students will leave with their Word Certificate, reinforcing keyboarding skills, and integrating software skills to their learning. This course offers students a co-curricular opportunity to be a part of Future Business Leaders of America.

Advanced Office Applications (801285) Credit: 1

PREREQUISITE: Principles of Office Applications

DESCRIPTION*:* This is a capstone course that prepares students to continue postsecondary training in business-related programs and provides advanced training for students pursuing a career in administrative and information support. In addition, students will have the opportunity to obtain business industry certifications (Microsoft Office Specialist Associate) in Word, PowerPoint, and Excel while also receiving a 3-hour college credit for their post-secondary options.

Business Communications (805888) Credit: 1

PREREQUISITE*:* Advanced Office Applications

DESCRIPTION: Business Communications is the third course in the Office Management Cluster. Emphasis in this course will be placed on electronic publishing (design, layout and composition), electronic communication (emails, website format and layout, and e-portfolio), and career preparation (job searching, resumé creating, and public speaking). Students will review and practice successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations.

Program of Study: Accounting			
Course 1	Course 2	Course 3	Course 4
Introduction to Business & Marketing	Accounting I	Accounting II	Financial Planning -or- Statistics -or-AP Statistics

Introduction to Business and Marketing (805905)

Credit:1

Grade Level 9, 10

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

Accounting I (805910)

Credit: 1

PREREQUISITE: Introduction to Business & Marketing

DESCRIPTION: This course…it is all about the MONEY! Accounting is an excellent course for those students interested in owning their own business or majoring in Business or Accounting in college or trade school. Students will learn the basics of banking activities, creating financial statements, and documenting the financial transactions for a small business. A business simulation will be completed during class where students will control finances of a business.

Honors Accounting I (825910)

Credit: 1

PREREQUISITE: Introduction to Business & Marketing

DESCRIPTION: Accounting is known as the language of business. This course is an excellent way to prepare for the future for those students interested in owning their own business or majoring in Business or Accounting in college or trade school. Students will learn the basics of banking activities, creating financial statements, and documenting the financial transactions for a small business. A business simulation will be completed during class where students will control finances of a business. Students will research ethical decisions and fraud committed by major corporations. Students will be reading a book with an assessment over the material during the semester.

Honors Accounting II (825911)

Credit: 1

PREREQUISITE: Accounting I

DESCRIPTION: Accounting II is Accounting I amped up! This time, we focus on doing accounting for a corporation. Students will learn about payroll and taxes that impact everyone when they have a job. The course will expand on the basic concepts learned in Accounting I and help to prepare students for college Business and Accounting courses. Students will be reading a book with an assessment over the material during the semester.

Financial Planning (805890)

Credit: 1

PREREQUISITE: Accounting I & II and **Teacher Approval Required**

***DESCRIPTION*:** Financial Planning is a deep dive into the career of being a Financial Consultant. Students will use critical thinking skills to creatively solve financial problems for "clients". We will focus on advanced concepts related to saving, investing, taxes, wealth management, and retirement planning.

Business Co-op (Fall or Spring -varies by pathway)

Credit: 1

Grade Level: 12

PREREQUISITE: Teacher Approval

DESCRIPION: Seniors will have an option to co-op (work in a related job) if they are enrolled in Accounting II, Business Communications, Advanced Computer Applications, Banking and Finance, or Financial Planning.

Personal Finance (805901)

Credit: 1/2

Grade Level: 11, 12

REQUIRED FOR GRADUATION

***DESCRIPTION**:* This course is a foundational course designed to inform students about how individual choices directly influence occupational goals, future earning potential, and long-term financial well-being. The standards in this course cover decision-making skills related to goal setting, earning potential, budgeting, saving, borrowing, managing risk, and investing. The course helps students meet the growing complexities of personal financial management and consumer decision making.

CRIMINAL JUSTICE AND PRE-LAW (SKILLS USA)

Program of Study: Criminal Justice & Correction Services		
Course 1	Course 2	Course 3
Criminal Justice I	Criminal Justice II	Criminal Justice III

Criminal Justice I (805987) Credit: 1

DESCRIPTION: Criminal Justice I is the foundational course in the Criminal Justice and Correction Services program of study. This course introduces students to the structure and function of the United States criminal justice system, including law enforcement, legal services, and corrections. Students will explore the roles and responsibilities of professionals within the system and evaluate how each area interacts to uphold justice and public safety. By engaging in real-world scenarios and industry-relevant activities, students will develop essential skills such as communication, critical thinking, professionalism, and ethical decision-making.

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

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

Criminal Justice II (805988) Credit: 1

PREREQUISITE: Criminal Justice 1

***DESCRIPTION*:** Criminal Justice II is the second-level course in the Criminal Justice and Correction Services program of study. This course provides students with an in-depth understanding of law enforcement practices, constitutional law, police procedures, and professional standards within the criminal justice system. Students will explore topics including ethics, emergency response planning, domestic violence laws, drug and alcohol enforcement, and corrections. Through hands-on activities, research projects, and collaboration with industry professionals, students will apply problem-solving, critical-thinking, and communication skills essential to careers in law enforcement, corrections, and legal services.

Honors (825988): *Independent Reading: Reading requirements will be posted on Google Classroom. The reading requirements will include a writing and cumulative project.

* It is recommended students enrolling in honors have earned an A/B in English 9.

Honors Criminal Justice III: Forensic Criminal Investigations (825989) Credit: 1

PREREQUISITE: Criminal Justice I and Criminal Justice II, recommended Biology and Chemistry

DESCRIPTION: This advanced course is the final step in the Criminal Justice program of study. It focuses on forensic science techniques and criminal investigations to prepare students for careers in law enforcement, forensic science, and related fields. Students will develop critical technical, scientific, and analytical skills through simulated crime scenes, lab exercises, and case studies. Emphasis is placed on scientific inquiry, documentation, and real-world applications, including work-based learning opportunities and career preparation.

Honors (825989) *Independent Reading: Reading requirements will be posted on Google Classroom. The reading requirements will include a writing and cumulative project.

* It is recommended students enrolling in honors have earned an A/B in English 10.

Dual Enrollment Criminal Theory CJA2100 (804117) (Application Only) Credit: 1

PREREQUISITE: Admission to MTSU (ACT Composite 22 and/or 3.0 GPA)

DESCRIPTION Why do people commit crimes? In this college-level introduction to criminology, students explore the biological, psychological, and sociological theories behind criminal behavior and how they influence modern justice policies. This Dual Enrollment course features college-level reading, writing, and analysis through a blend of flexible online learning and in-person support at HHS. With guidance from an on-site facilitator, students earn college credit while sharpening critical thinking skills and gaining insight into the mind behind the crime.

Program of Study: Pre-Law			
Course 1	Course 2	Course 3	Course 4
Pre-Law I	Pre-Law II	Pre-Law III	Pre-Law Practicum or A.P. Govt & Politics

Note: All Pre-Law courses demand active participation, strong reading and writing skills, and a commitment to in-class discussions and simulations. Attendance is essential, as the courtroom can't proceed without its attorneys.

Pre-Law I: Foundations of Justice (806195) Credit: 1

Honors Pre-Law I (826195)

Prerequisite: Complete of English 9.

DESCRIPTION: Step into the world of law with Pre-Law I, an exciting introduction to how justice works in the real world. Students explore the American legal and public safety systems, diving into the Constitution, criminal and civil law, juvenile justice, and the legal process from investigation to verdict. Along the way, students discover career paths in law and examine the ethical responsibilities of those who serve in the justice system. Through hands-on simulations, debates, and collaborative projects, students sharpen critical reading, persuasive writing, and legal analysis skill, just like real attorneys. The course culminates in a collaborative research project that connects classroom learning to real-world legal issues. Pre-Law I is ideal for motivated students who enjoy discussion, problem-solving, and active learning. **Honors and Dual Enrollment options are available for students seeking an advanced challenge, including the opportunity to earn college credit through MTSU.**

Honors Pre-Law II: Inside the Courtroom (826196) Credit: 1

PREREQUISITE: Successful completion of PL I and teacher approval.

DESCRIPTION: Pre-Law II takes students deeper into the courtroom in a fast-paced, hands-on exploration of how justice is built, challenged, and defended. Students move beyond theory to examine how local, state, and federal courts operate, tracing each stage of a trial from pretrial motions to jury selection and verdicts while developing strong legal arguments. Through mock trials, simulations, and team-based case studies, students sharpen professional communication, ethical reasoning, and legal analysis skills. The course culminates in a data-driven capstone project evaluating how the legal system works in practice. **This Honors-level course also offers a Dual Enrollment option through MTSU, allowing students to earn college credit through a college-level research paper.**

Honors Pre-Law III: Justice in Action (806197) Credit: 1

PREREQUISITE: Successful completion of Pre-Law II and teacher approval.

DESCRIPTION: Pre-Law III pushes students to think, write, and argue like legal professionals while exploring how law shapes everyday life. Students analyze real and simulated cases across areas such as business, family, property, employment, and immigration law, tackling complex issues like sentencing, punishment, and appeals. Through debates, legal writing, and courtroom and negotiation simulations, students sharpen persuasive communication, ethical reasoning, and professional skills. **This Honors-level course prepares students for advanced legal studies and careers, with a Dual Enrollment option through MTSU for those seeking college credit through a college-level research paper.**

Pre-Law Practicum: Real World Legal Experience (803019) (Application Only) Credit: 1

PREREQUISITE: Successful completion of Pre-Law III and teacher approval.

DESCRIPTION: Pre-Law Practicum is the capstone experience that takes students beyond the classroom and into the professional world of law. Through a hands-on internship or work-based learning placement, students apply legal knowledge in real-world settings while building communication, critical thinking, leadership, and ethical decision-making skills.With a personalized learning plan and career-focused guidance, students prepare for postsecondary pathways and complete a professional portfolio showcasing their experience and growth. **Students must obtain an internship in a legal field, along with maintaining active participation and professional conduct.**

DIGITAL DESIGN TECHNOLOGY (SKILLS USA)

Program of Study: Digital Arts & Design			
Course 1	Course 2	Course 3	Course 4
Digital Arts & Design 1	Digital Arts & Design 2	Digital Arts & Design 3	AP Studio Art: 2-D Design* (see previous description) _

Digital Arts and Design I (806084) Credit: 1

DESCRIPTION: This is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communication solutions which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio using Apple iMacs, which they will carry with them throughout the full sequence of courses in this program of study. SkillsUSA, the student organization for this course, is active in community service, field trips, and various competitions.

Digital Arts and Design II&III (806086) & (806087) Credit: 1

PREREQUISITE: Digital Arts and Design I **AND** Teacher Approval Required

DESCRIPTION: This course builds on the basic principles and design process learned in the introductory Digital Arts & Design I course. Upon completion of this course, proficient students will be able to perform advanced software operations to create photographs and illustrations of increasing complexity. Students will employ design principles and use industry software with Apple iMacs to create layouts for a variety of applications. Upon completion of this course, proficient students will be able to use industry-standard software to create multimedia projects, three-dimensional artwork, and simple animations. Students will utilize research techniques to plan and enhance project outcomes. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. SkillsUSA, the student organization for this course, is active in community service, field trips, and various competitions.

ENGINEERING

	Course 1	Course 2	Course 3	Course 4
Engineering Path	Principles of Engineering & Technology (formerly IED)	Engineering Design I (formerly POE)	Engineering Design II (formerly DE) -or- AP Computer Science Principles	Engineering Practicum (formerly EDD) -or- AP Computer Science A

Students are expected to follow a college preparatory sequence of courses in high school mathematics as well as completion of physics. To enter the program as a ***freshman***, students are *required to be taking Honors Algebra 1.*

Principles of Engineering & Technology (formerly IED) (805924)
Honors (825924) Credit: 1

PREREQUISITES: Algebra 1 or Honors Algebra 1 (co-req)

***DESCRIPTION*:** Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product. Students learn how to sketch concepts, 3D model, and prototype designs using 3D printers, laser cutters and a variety of hand and power tools.

Honors Engineering Design I (formerly POE) (826139) Credit: 1

PREREQUISITES: Algebra 2 and Principles of Engineering & Technology (IED)

***DESCRIPTION*:** Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car, projectile launchers and automated marble sorters.

Honors Engineering Design II (formerly DE) (826140) Credit: 1

PREREQUISITES: Engineering Design I (formerly POE)

DESCRIPTION: This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Honors Engineering Practicum (formerly EDD) (826141) Credit: 1

PREREQUISITES: Engineering Design II (formerly DE or CEA)

DESCRIPTION: EDD is a course designed to apply skills learned from previous PLTW engineering courses. This course is geared towards engineering where students compete in the BEST Robotics competition and complete a semester long project of their choosing related to their desired engineering field.

Advanced Placement Computer Science Principles (303634) Credit: 1

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

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

Advanced Placement Computer Science A (303635) (Fall Semester) Credit: 1

PREREQUISTIES: AP Computer Science Principles and Algebra 2

DESCRIPTION: AP CSA introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

HEALTHCARE & HUMAN SERVICES (HOSA)

Cluster: Healthcare & Human Services			
Program of Study: Nursing Services			
Course 1	Course 2	Course 3	Course 4
Health Science Education	Medical Therapeutics	Anatomy & Physiology	Nursing Education
Program of Study: Therapeutic Clinical Services			
Course 1	Course 2	Course 3	Course 4
Health Science Education	Medical Therapeutics	Anatomy & Physiology	Clinical Internship
Program of Study: Diagnostic Services			
Course 1	Course 2	Course 3	Course 4
Health Science Education	Diagnostic Medicine	Anatomy & Physiology	Clinical Internship
Program of Study: Dietetics & Nutrition			
Course 1	Course 2	Course 3	Course 4
Intro to Human Studies	Nutrition I- Across the Lifespan	Nutrition II- Science & Diet Therapy	Psychology- and/ or- Sociology

Health Science Education (805998)

Honors (825998) Credit: 1

DESCRIPTION: This course includes basic health care information on services and products related to the health of people or animals. Subject matter will include career choices, skill development, and application of health concepts relative to becoming a health care professional. Health Science Education is designed for students who have an interest in a healthcare field.

Medical Therapeutics (805999) Credit: 1

PREREQUESIT*E:* Health Sciences

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

Honors Anatomy and Physiology I (203251) Credit: 1

PREREQUISITES: Biology and Chemistry (Health Science if in the Health Science courses)

DESCRIPTION: Anatomy and Physiology is the study of the body's structures and respective functions at the molecular, biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through labs, models, and

diagrams. The course prepares students for medicine, healthcare, sports, fitness careers, as well as for taking a part in their own health and wellness. This course prepares the student for college level work

Diagnostic Medicine (805994) Credit: 1

PREREQUISITE: Health Science

DESCRIPTION: Diagnostic Medicine is a second level course designed to prepare students to pursue careers in the fields of diagnostic medical imaging, medical laboratory testing, optometry, and other patient diagnostic procedures. Upon completion of this course, proficient students will be able to describe new and evolving diagnostic technologies, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills.

Nursing Education [By Application Only] (826005) Credit: 1

Grade Level: 11, 12

PREREQUISITE: Health Science, Medical Therapeutics AND Anatomy & Physiology I, Student must be 16 or older. This course has a cap of 15 students and there is an application process.

DESCRIPTION: This is a work-based capstone course designated to prepare students to pursue careers in the field of nursing or provide bedside experience for other pursuits such as medicine, physician assistant and other therapeutic careers. Students will prepare to become certified nursing assistants and sit for the certification exam at the end of the course. Clinical hours will be performed in a nursing home.

Clinical Internship - [By Application Only] (805993) Credit: 1

PREREQUISITE: Health Science, Medical Therapeutics and/ or Diagnostic Medicine, and Anatomy & Physiology Student must be 16 years old or older. This course has a cap of 15 students and there is an application process.

DESCRIPTION: This is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge. The student will find a clinical placement locally and job shadow. Prior to beginning work at a clinical site, students must be certified in Cardiopulmonary Resuscitation (CPR) and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines and confidentiality. Students will also pursue CCMA or PCT certification and sit for the exam at the end of the course.

Nutrition I (Nutrition Across the Lifespan) (806005) Credit: 1

DESCRIPTION: This introductory course is for students grades 9-12 interested in developing healthy eating habits, creating and preparing meal plans across the lifespan (birth to elderly), studying human anatomy, and pursuing careers such as a parent, dietitian, nutritionist, health counselor, chef, baker, etc. Nutrition covers nutrition requirements across the lifespan, culinary and recipe terminology, farm to table education, food allergies and religious restrictions. Students will be selecting, preparing and serving meals throughout the semester – yum! Students can advance to Nutrition II.

Nutrition II (Nutrition Science and Diet Therapy) (806007) Credit: 1

PREQUISITE: Nutrition Across the Lifespan

DESCRITPION: The Nutrition II course is for students interested in furthering their nutritional education related to personal longevity, health and disease, selecting and preparing specific meal plans for those with food restrictions, and careers pertaining to nutrition science, health care, health coaching, etc. Students will have freedom selecting, preparing and serving meals to the class building upon their knowledge from Nutrition I.

COMPUTER SCIENCES (SKILLS USA)

Cluster: Digital Technology			
Program of Study: Coding			
Course 1	Course 2	Course 3	Course 4
Computer Science Foundations	Coding 1	Coding 2 -or- AP Computer Science Principles	Coding Practicum -or- AP Computer Science A

Computer Science Foundations (806095)
Honors (826095) Credit: 1
PREREQUISITES: Algebra 1 or a B or better in 8th grade math
DESCRIPTION: This is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Programming, Software Development (Coding), Web Design and Cybersecurity. Proficient students will also demonstrate an understanding of electronics, basic digital theory; project management and teamwork; client relations; writing styles appropriate for web publications; and creating JavaScript Apps and Games.

Advanced Placement Computer Science Principles (303634) Credit: 1
PREREQUISITES: Computer Science Foundations and an A in Algebra 1 or co-req of Algebra 2 & Teacher Recommendation
DESCRIPTION: Students will develop standard programming techniques and learn the logic tools and methods typically used by programmers to create simple computer applications. Proficient students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution.

Coding II (806099) Credit: 1
PREREQUISTIES: AP Computer Science Principles
DESCRIPTION: Coding II challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. In so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Upon completion of this course, proficient students will demonstrate an understanding of object-oriented programming language using Java.

Advanced Placement Computer Science A (303635) (Fall Semester) Credit: 1
PREREQUISTIES: AP Computer Science Principles and Algebra 2
DESCRIPTION: AP CSA introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Honors Mobile App Development (826178) Credit: 1
PREREQUISTIES: AP Computer Science A or Coding 2
DESCRIPTION: This course allows students to apply their knowledge to create an application for a mobile device. The course will focus on creating graphics and objects within Android Studio to run on Android devices. The course emphasizes object-oriented programming and design using the Java programming language. Other languages and IDEs will be studied as well.

MARKETING (DECA)

Cluster: Marketing		
Program of Study: Marketing Management -or- Entrepreneurship		
Course 1	Course 2	Course 3
Introduction to Business & Marketing	Marketing & Management I: Principles	Marketing II: Advanced Strategies -and/or- Sports & Entertainment & Event Planning

Introduction to Business and Marketing (805905) Credit: 1

Grade Level 9, 10

DESCRIPTION: Intro. to Business & Marketing is a course with the objective to familiarize students to the concepts, analyses, and activities that comprise business and marketing. This course gives an overview of the business arena by examining the role/function of businesses, types of businesses, managerial functions, marketing principles, financial management, technology, ethics, and global influences. Students will learn by hands on activities, video and traditional teaching methods. Future Business Leaders of America (FBLA) and DECA is co-curricular with this course; some participation may be required.

Marketing I: Marketing and Management Principles (805931) Credit: 1

Grade: 10th with Intro to Business & Marketing Teacher Recommendation or 11th with no prerequisite

Students earning a full credit in Marketing fulfill the state requirement of 1/2 credit in Economics.

DESCRIPTION: Marketing is an exciting and dynamic area of business. Marketing Education is designed for students who plan to enter college and major in business, marketing, or management or those individuals who plan to enter the work force upon graduation. Advertising, selling, financial management, customer relations, foundations of business management, and the economic principles of free enterprise are the major areas of study. Individual and group projects are an integral part of this course. Students are expected to participate in DECA, a co-curricular student organization that promotes leadership development, human relations skills, and management training.

Marketing II: Advanced Strategies (805932) Credit: 1

Grade: 12th

PREREQUISITE**:** Marketing I

DESCRIPTION: This course is designed to be hands-on for students ready to take their marketing and business skills to the next level. Through real-world projects and creative challenges, students explore entrepreneurship, retail operations, brand development, promotional campaign design, and social media marketing with analytics. The course also introduces key business concepts—including finance, risk management, marketing information systems, purchasing, and human resources—while giving students opportunities to develop leadership, problem-solving, and strategic thinking skills. Perfect for students interested in business, creativity, or marketing careers, this course builds the knowledge and experience needed to thrive in today's competitive marketplace.

Sports and Entertainment & Event Planning (806168) Credit: 1 Grade: 12th

PREREQUISITE: Marketing I

DESCRIPTION: This is a specialized course for students with a career interest in the fields of sports and entertainment. Topics covered include facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities. Students are expected to participate in DECA, a co-curricular student organization that promotes leadership development, human relation skills and management training.

Commando Corner Internship/ Work-Based Learning (Co-Op) (TBD by pathway) Credit: 1 Per Term

Grade: 12th

PREREQUISITE: Marketing I AND Teacher Approval

DESCRIPTION: Students will receive a Work-Based Learning credit while serving as the sales intern for Commando Corner. The internship provides students with opportunities to apply the skills and knowledge learned in Marketing I within a professional work environment. The course allows students to earn high school credit for working average of 7.5 hours per week in Commando Corner. Students will be working during 3rd block only. An integral part of the course is a portfolio that is completed through tasks required throughout the semester.

Work-Based Learning (Co-Op) (TBD by pathway) Credit: 1 Per Term

Grade: 12th

PREREQUISITE: This is a senior level course. The State of Tennessee requires students to have a 90% attendance rate and health insurance to participate. In addition, the student must have transportation, be on track to graduate and have a clean disciplinary record.

DESCRIPTION: Work-Based Learning is intended to provide students with opportunities to apply the skills and knowledge learned in previous Career and Technical Education classes within a professional work environment. The course allows students to earn high school credit for those that work an average of 7.5 hours per week (per credit). Students are required to check-in with the work-based learning teacher daily. An integral part of the course is a portfolio that is completed through tasks required throughout the semester.

TEACHING AS A PROFESSION

Cluster: Marketing		
Program of Study: Marketing Management -or- Entrepreneurship		
Course 1	Course 2	Course 3
Introduction to Teaching as a Profession	Teaching as a Profession I	Teaching as a Profession II

Introduction to Teaching as a Profession (806124) Credit: 1

Grade: 9, 10, 11, 12

PREREQUISITE: None

DESCRIPTION: Are you interested in making a difference in someone's life? Are you passionate about helping others? Do you want to inspire the next generation? 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, coach, or speech-language pathologist. Learn the foundations of teaching. Discover child and adolescent development. Explore classroom management. Gain experience in real classrooms. Participate in hands-on educational projects.

Teaching as a Profession I (806010) Credit: 1

Grade: 10, 11, 12

PREREQUISITE: Introduction to Teaching as a Profession

DESCRIPTION: Teaching as a Profession I (TAP I) is an intermediate course for students interested in learning more about the teaching profession. This course is more of deep dive into the profession. Learn the components of instruction, types of assessment, and teaching strategies. You will conduct observations of educators at work. Students will continue working in real classrooms with students NOW!

SENIOR PROJECT

Senior Project/Community Service (Fall 009310/ Spring 119310) No Credit

PREREQUISITE: Approval of Administration upon completion of Application

DESCRIPTION: Senior Project is a course for credit with a pass/fail grade appearing on the transcript but not to be computed into the GPA. Senior Project experiences are academic/instructional/service activities completed on campus. Students must accumulate 135 hours of project work. Senior Project is an opportunity for students to become accountable for their own learning by focusing talents, skills, and knowledge on an academic topic or in a service setting of special interest to them.

A job where seniors earn money cannot be counted toward Senior Project.Service work must be done in a non-profit setting.

AP CAPSTONE

AP Seminar (303167) (Taken in conjunction with Honors English III) (223002) Credit: 1

Grade Level: 10

DESCRIPTION: AP Seminar (the first of two classes for AP Capstone) is a course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students practice reading and analyzing texts that cover various subjects, perspectives, complexity, and medium. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

AP Research (303168) (Fall Semester) Credit: 1

PREREQUISITE: Successful completion of AP Seminar

DESCRIPTION: AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a portfolio. The course culminates in an academic paper and a presentation with an oral defense.

AP OFFERINGS (*see prerequisites and grade level requirements in catalog*)

AP Capstone

AP Research		Credit: 1
AP Seminar	*(paired with Honors English II)*	Credit: 1

Arts

AP Music Theory	Credit: 1

English

AP English Language	Credit: 1
AP English Literature	Credit: 1

History & Social Studies

AP Comparative Government	Credit: 1
AP European History	Credit: 1
AP African American History	Credit: 1
AP Human Geography	Credit: 1
AP Psychology	Credit: 1
AP U.S. Government	Credit: 1 + .5 Hon Econ
AP U.S. History	Credit: 1
AP World Studies *Hon Eng I & AP World History*	Credit: 1 per course

Math & Computer Science

AP Calculus AB/BC	Credit: 1
AP Computer Science A	Credit: 1

AP Computer Science Principles	Credit: 1
AP Precalculus	Credit: 1
AP Statistics	Credit: 1

Sciences

AP Biology – *Taken with Honors Biology II*	Credit: 1 per course
AP Chemistry -*Taken with Honors Chemistry II for AP*	Credit: 1 per course
AP Environmental Science	Credit: 1
AP Physics 1	Credit: 1
AP Physics 2	Credit: 1

AP World Languages & Cultures

AP Spanish Language and Culture	Credit: 1

SCS CAROLYN SMITH INNOVATION CENTER

OVERVIEW

- 60,000 square foot facility located at 735 East Main Street in Hendersonville, TN.
- Students from all high schools have the opportunity to take classes at the Innovation Center.
- Bus transportation from each high school will be offered to and from the Innovation Center, if needed.
- Lunch will not be provided at the Innovation Center.
- Courses at the Innovation Center will require two blocks in a student's schedule due to transportation time.
    - Class times are:
        - 9:00-10:30
        - 10:45-12:15
        - 12:45-2:15 (transportation not provided for this class time)

HIGH SCHOOL PROGRAMS

Entrepreneurship

In the Entrepreneurship program, the work will focus on two areas:

1) students will work in small teams to design and develop a real company
2) students will work with external stakeholders such as entrepreneurs, small businesses, and non-profit organizations to troubleshoot and solve issues they are experiencing in their business

Grades

- 10-12

Courses available

- Introduction to Entrepreneurship
- Entrepreneurship (available in future school years)
- Business & Entrepreneurship Practicum (available in future school years)

Entrepreneurship Schedule

- 9:00-10:30 (1st and 2nd Block on schedule)
- 10:45-12:15 (2nd and 3rd Block on schedule)
- 12:45-2:15 (3rd and 4th Block on schedule)

Audio/Visual Production

The A/V program will work primarily with external stakeholders such as non-profit organizations, local companies, and the school system to create video content requested by the external partners.

Grades

- 10-12

Courses available

- A/V Production I
- A/V Production II (available in future school years)
- A/V Production III (available in future school years)

A/V Schedule

- 9:00-10:30 (1st and 2nd Block on schedule)
- 10:45-12:15 (2nd and 3rd Block on schedule)
- 12:45-2:15 (3rd and 4th Block on schedule)

Entrepreneurship and A/V Production Courses at the Innovation Center

Students enrolled in Entrepreneurship and A/V Production at the Innovation Center will have these courses scheduled as a single block. Because travel time to and from the Innovation Center is required, an additional block is necessary on the student's schedule. For the additional block, students may choose one of two options:

- *Work-Based Learning (WBL):* Students participate in structured, school-supervised experiences that connect classroom learning with real-world skills. Note: working a paid job is not required for this WBL enrollment opportunity, the employers students work with through the class will be sufficient to meet the course requirements. *10th grade students must select this option*.
- *Online Dual Enrollment Courses through Vol State:* 11th and 12th grade students may select from a menu of college-level courses offered virtually, providing the opportunity to earn both high school and college credit. If students select the dual enrollment option, they are responsible for all online coursework and costs. Please see your Counselor to determine if you are eligible for the Dual Enrollment Grant to cover the costs. Students may select **one** course from the following pending GPA/ACT score requirements are met:
    - ART 1035 - Intro to Art
    - COMM 2025 - Fundamentals of Communication
    - COMM 2045 - Public Speaking
    - PSYC 1030 - Intro to Psychology
    - SOCI 1010 - Intro to Sociology
    - AHC 115 - Medical Terminology
    - MUS 1030 - Intro to Music

DUAL ENROLLMENT PROGRAMS

- The Dual Enrollment Grant should be completed for the opportunity to have the tuition costs of these classes covered.
- The DE Grant covers the full tuition cost for up to five courses. For classes six through ten, the DE Grant will pay $100 per credit hour for the course.
- There may be additional fees imposed by the postsecondary institution for these courses.
- Not all courses may transfer to other postsecondary institutions - please research that information ahead of time depending on the college you plan to attend.

Aviation Academy (MTSU)

Overview

Available to junior or senior students interested in one of the many careers connected to the aviation industry. Students who complete both semesters will have 12 credit hours that will transfer into MTSU's Department of Aerospace that offers seven undergraduate programs. Additional information about MTSU's aerospace programs can be found at aerospace.mtsu.edu.

Student Eligibility

Any student who meets MTSU's dual enrollment prerequisites may participate in these courses.

- Juniors and Seniors
- 3.0 cumulative GPA OR a 22 composite score on the ACT
    - If a student is admitted on GPA ONLY, then the student still must provide a standardized test score or placement test to complete admission as a dual enrollment student. MTSU will accept ACT, SAT, Pre-Act, PSAT, or a placement test for the required standardized test.
- Students must maintain a 2.0 GPA in dual enrollment courses to remain eligible for the dual enrollment grant.
- Students will complete a separate application for the Aviation Academy that will be submitted to Sumner County Schools. This application will be used to select students for the program if there are more applicants than seats available.

Schedule

The dual enrollment courses will be scheduled during 1st and 2nd block in the spring semester of Junior year, and during 1st and 2nd block in the fall semester of Senior year. The classes will meet Monday-Thursday of each week. Fridays may be used for various activities such as guest speakers, field trips/industry tours, time on flight simulators, and collaboration with other programs.

Courses

- Junior Year
    - AERO 1010 – Introduction to Aerospace
      Course description: History of aerospace, opportunities in the field, fundamentals of flight, navigation, meteorology, and Federal Aviation Regulations.
    - AERO 1020 – Theory of Flight
      Course description: Topics include basic aerodynamics with emphasis on lift, weight, thrust, and drag forces and moments acting upon an airplane in flight. Provides students with the opportunity to become acquainted with technical aviation terminology, and the physics and mathematics necessary to understand various aspects of flight.
- Senior Year
    - AERO 2010 – Aviation Weather
      Course description: Introduces students to basic weather theory at all scales and applicable weather products associated with aviation operations. Some topics include meteorology, characteristics of the atmosphere, weather observations and forecasts, and weather phenomena affecting the safety of flight.
    - AERO 2230 – Professional Pilot I
      Course description: Provides students with aeronautical knowledge required for certification as a Private Pilot. Emphasis placed on acquisition of basic knowledge in the areas of aerodynamics, performance, systems, weather, Federal Aviation Regulations, and flight planning.

Hospitality Academy (MTSU)

Overview

Available to junior and senior students interested in a career in the hospitality industry. Students who complete both semesters will have 12 credit hours that will count towards one of three concentrations at MTSU for a Tourism and Hospitality Management degree. Additional information about MTSU's Tourism and Hospitality Management program can be found at mtsu.edu.

Student Eligibility

Any student who meets MTSU's dual enrollment prerequisites may participate in these courses.

- Juniors and Seniors
- 3.0 cumulative GPA OR a 22 composite score on the ACT
    - If a student is admitted on GPA ONLY, then the student still must provide a standardized test score or placement test to complete admission as a dual enrollment student. MTSU will accept ACT, SAT, Pre-Act, PSAT, or a placement test for the required standardized test.
- Students must maintain a 2.0 GPA in dual enrollment courses to remain eligible for the dual enrollment grant.
- Students will complete a separate application for the Hospitality Academy that will be submitted to Sumner County Schools. This application will be used to select students for the program if there are more applicants than seats available.

Schedule
The dual enrollment courses will be scheduled during 1st and 2nd block in the spring semester of Junior year, and during 1st and 2nd block in the fall semester of Senior year. The classes will meet Monday-Thursday of each week. Fridays may be used for various activities such as guest speakers, field trips/industry tours, and collaboration with other programs.

Courses
- Junior Year
    - THM 3100 – Introduction to the Tourism and Hospitality Industry
      Course description: Introduces the structure and scope of the travel/tourism and hospitality industry, the largest national employment base in private industry. The tourism and hospitality industry encompasses lodging, travel, tourism, recreation, amusements, attractions, resorts, restaurants, and food and beverage service. Provides knowledge and skills for industry standards to ensure students prepared to complete in this multifaceted industry.
    - THM 3350 – Event Planning
      Course description: Introduces the planning and administration of events. Explores the social, political, economic, cultural, religious, and historical influences on event decision-making. Reviews practices relevant to successful events and consultancy for diverse clientele and settings. Offers understanding of the history, theoretical foundations, key intricacies of event planning, the role of the planner, industry standards and trends, and career opportunities.
- Senior Year
    - THM 3200 – Principles of Lodging
      Course description: In-depth examination of the principles, theories, and practices related to lodging and food and beverage (F&B) business operation. Covers managerial practice, marketing, human resources, budgeting, and career components of hotel/lodging, resorts, restaurants, catering, and food and beverage services in the hospitality industry.
    - THM 3600 – Professional Development
      Course description: Provides professional development preparation to help students obtain quality work experiences during their college career and help prepare students for post-graduation employment within the tourism and hospitality industry.

Leadership and Project Management (Vol State)
Overview
Students in this program will work together to address various county-wide projects. Students will learn how to create and work on successful teams, including the integration of the Working Genius model. The Lean Six Sigma certification will also be included in the course. Ideally, this course will include 2-3 students from each school so the projects can expand back into each high school.

Student Eligibility
Any student who meets Vol State's dual enrollment prerequisites may participate in these courses.
- Juniors and Seniors
- 2.0 cumulative GPA
- No minimum score requirement for the ACT
- Students must maintain a 2.0 GPA in dual enrollment courses to remain eligible for the dual enrollment grant.
- Students will complete a separate application for this program that will be submitted to Sumner County Schools. This application will be used to select students for the program if there are more applicants than seats available.

Schedule
The dual enrollment courses will be scheduled during two consecutive blocks of each semester. The classes with meet Monday-Thursday of each week. Fridays may be used for various activities such as guest speakers and collaboration with other programs.

Courses
- CITC 1334 – Project Management I

Course description: This course focuses on a general approach to project management. The content deals with planning, scheduling, organizing and controlling projects. Primary class emphasis is on the project management process and tools. This introductory course includes the major topics of organization strategy and project selection, project definition, project time estimation, project plan development, resource scheduling and leadership.

- BUSN 376T – Special Topics/Leadership

Course description: This course will be tailored to the primary district-wide initiative(s) that the students will work on for the semester. An overview of successful teaming and the integration of the Working Genius model will also be included.

Criminal Justice (Vol State)

Overview

Two different Criminal Justice courses will be offered each semester at the Innovation Center. If your school currently offers Criminal Justice classes that include dual credit opportunities with Vol State, the two classes available at the Innovation Center are different and would give you the opportunity to earn a total of 12 credit hours in Criminal Justice.

Student Eligibility

Any student who meets Vol State's dual enrollment prerequisites may participate in these courses.

- Juniors and Seniors
- 2.0 cumulative GPA
- No score requirement for the ACT
- Students must maintain a 2.0 GPA in dual enrollment courses to remain eligible for the dual enrollment grant.

Schedule

The dual enrollment courses will be scheduled during two consecutive blocks of each semester. The classes with meet Monday-Thursday of each week. Fridays may be used for various activities such as guest speakers, field trips/industry tours, and collaboration with other programs.

Courses

- CRMJ 2020 – Introduction to Corrections

Course description: This course is a study of the American correctional system, a study of the history of corrections, philosophy of punishment and correction, correctional institutions, programs, and services, and contemporary issues and problems.

- CRMJ 2312 – Criminology

Course description: This course is an introduction to crime theory. Topics include biological, psychological and sociological studies of crime causation, the policies adopted in response to crime theory and discussion of crime typologies.