HENDERSONVILLE HIGH SCHOOL

2026-2027

Freshman CATALOG

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HENDERSONVILLE HIGH SCHOOL
2026-2027ACADEMIC 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
Computer Science	1
Elective Focus*****	3
[*Additional Sumner County electives*††]	3
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.

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 Courses**
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
    a. Score 3 or higher on an AP English Language or English Literature exam
    b. Score 22 or higher on the ACT Reading subtest or 480 or higher on the SAT evidence-based reading and writing subtest; or
    c. 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;
    d. 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:
    a. 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);
    b. 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.
    c. 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 -or- English I Part 1 & Part 2	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 and/or II *Recommended for grades 10-12

Standard 1- Part 1 Ext. Schedule (103185 Fall)
Standard 1- Part 2 Ext. Schedule (103001 Spring)

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. Extended scheduling placement will be determined by availability and student need as determined by achievement and growth data.

** 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.*

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.

Algebra II Credit: 1

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.

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.

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.

Advanced Placement Psychology (313447) Credit: 1

PREREQUISITE: Parent Acknowledgement Form

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.

WORLD LANGUAGE

Two years of the same world language are required in order 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 in order to receive a college degree. It is recommended that students have successfully completed English with 'C' or above before taking a foreign language. Students who have a strong academic background should take honors level foreign language. Students can earn both language credits in the same year.

Honors Spanish I (203021) Credit: 1

Grade Level: 9, 10, 11, 12

PREREQUISITE: Teacher Recommendation; It is 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.

Honors Spanish II (203022) Credit: 1

Grade Level: 9, 10, 11, 12

PREREQUISITES: 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. Students will present reports on cultural topics. This course serves as a prerequisite for Honors Spanish III and Advanced Placement Spanish IV. It also fulfills the basic requirements for graduation.

Honors French I (203041) Credit: 1

Grade Level: 9, 10, 11

PREREQUISITE: Teacher recommendation [for Honors]; It is 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 Spanish language learner.

Honors French II (203042) Credit: 1

Grade Level: 9, 10, 11, 12

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. Students will present reports on cultural topics. This course serves as a prerequisite for Honors French III and French IV. It also fulfills the basic requirements for graduation.

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.

SPECIAL EDUCATION

Students with Individual Education Plans will be assisted in choosing appropriate courses in the core curriculum areas. HHS offers resource classes in academic areas that fulfill the IEP and count towards graduation with a regular diploma.

English I RESOURCE (913001) Credit: 1
PREREQUISITE: Must have an IEP with Resource English as a service
DESCRIPTION: This class is designed for students who receive special education services that need more intensive supports. Students learn the same curriculum as standard English I, but receive instruction in the special education environment. This course satisfies the graduation requirement for English I.

Math Foundations RESOURCE (909724) Credit: 1
PREREQUISITES: Must have an IEP with resource math as a service
DESCRIPTION: This class is designed for students who receive special education services that need more intensive supports. Students prepare for the curriculum they will encounter in Algebra IA, but receive instruction in the special education environment. This class counts as a math credit towards graduation.

Algebra IA RESOURCE (931025) Credit: 1
PREREQUISITES: Must have an IEP with resource math as a service
DESCRIPTION: This class is designed for students who receive special education services that need more intensive supports. Students learn the same curriculum as standard Algebra IA but receive instruction in the special education environment. This class counts as a math credit towards graduation.

Ecology RESOURCE (913202) Credit: 1
PREREQUISTIES: Must have an IEP with resource Science as a service
DESCRIPTION: This class is designed for students who receive special education services that need more intensive supports. Students learn the same curriculum as standard Ecology students but receive instruction in the special education environment. This course satisfies the graduation requirement for a lab science.

World History RESOURCE (913415) Credit: 1
PREREQUISITE: Must have an IEP with resource World History as a service
DESCRIPTION: This class is designed for students who receive special education services that need more intensive supports. Students learn the same curriculum as standard World History but receive instruction in the special education environment. This course satisfies the graduation requirement for World History.

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.

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.

Freshman Symphonic Band (113566 & 113567) Credit: 1/per term

PREREQUISITE: Middle School Band Director Approval

DESCRIPTION: This course involves the rehearsal and performance of band literature in the grade II-V categories. All wind instrumentalists in grade 9 should register for this class. Members will audition for the All-County and Mid-State bands, participate in the Solo and Ensemble festival, and be strongly encouraged to take private lessons.

String Orchestra (103569 & 113569) Credit:

1/per term

Grade Level: 9, 10, 11, 12

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.

Beginner Guitar (103568) Credit: 1

PREREQUISITE: Must provide own guitar

DESCRIPTION: This 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 opportunities for students who already know the basics of the guitar to improve their skill. If you've wanted to learn how to play the guitar this class is your chance! *This counts as a fine art credit towards graduation.*

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.

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 (103570 & 113570) Credit: 1

Grade Level: 9, 10, 11, 12

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.

Introduction to Theatre Arts I (103520) Credit: 1

Grade Levels: 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.

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**

Digital Arts and Design I (806084) Credit: 1

Grade Level: 9, 10, 11, 12

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

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.)

JROTC (JUNIOR RESERVER OFFICER TRAINING CORPS)

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

Grade Level: 9, 10, 11, 12

***DESCRIPTION*:** This program promotes, character development, civic responsibility, leadership skills, self-discipline, physical fitness and life skills. Students who complete three credits of JROTC will also satisfy the state required Wellness credit, Financial Management credit and Civics 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 three extra-curricular opportunities; a Raider team (advanced physical fitness,) a precision Drill team (marching), and a Rifle Marksmanship team (shooting).

JROTC RAIDER Strength & Conditioning (103339 &113339) Credit: 1 (per term)

Grade Level: 9, 10, 11, 12

PREREQUISITES: Upcoming freshmen are encouraged to join but must have previously coordinated with the instructor.

***DESCRIPTION*:** Raider block is ROTC with an advanced physical fitness focus. Raider cadets should intend on participating on the Raider team (advanced physical fitness/obstacle course 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

Cluster: Agriculture, Food, & Natural Resources			
Program of Study: Horticulture Science			
Course 1	Course 2	Course 3	
Agriscience	Greenhouse Management	Landscaping and Turf Science	
Program of Study: Veterinary & Animal Science			
Course 1	Course 2	Course 3	Course 4
Agriscience	Small Animal Science	Large Animal Science	Veterinary Science
Program of Study: Agricultural Engineering and Applied Technologies			
Course 1	Course 2	Course 3	
Agriscience	Principles of Agricultural Mechanics	Agricultural Power and Equipment	
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	

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.

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.

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)	Commercial 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.

Program of Study: Audio Visual Production		
Course 1	Course 2	Course 3
A/V Production I	A/V Production II	A/V Production III * (offered in future years)

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.

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 & INFORMATION TECHONOLOGY (FBLA)

Cluster: Business Management & Administration			
Program of Study: Office Management			
Course 1	Course 2	Course 3	
Principles of Office Applications	Advanced Office Applications	Business Communications	
Cluster: Finance			
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
Program of Study: Banking & Finance			
Course 1	Course 2	Course 3	
Introduction to Business & Marketing	Accounting 1	Financial Planning	

Principles of Office Applications (801284) Credit: 1

Grade Level: 9, 10, 11, 12

Computer Applications is a foundational course that teaches students knowledge of computer software that will help prepare the student for classes required at the collegiate level or the work force. Emphasis is on the computer application software suite, Microsoft Office, that consists of Word, Excel, Access Databases, and PowerPoint. This course reinforces software skills with the use of a wide variety of business documents. It is recommended for all students to develop their functional keyboarding skills and the command for integrating technology into their life. Future Business Leaders of America (FBLA) is co-curricular with this course. Students will have the opportunity to become Microsoft Specialist Certified in Word.

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!

Marketing (DECA)

Course 1	Course 2	Course 3
Introduction to Business & Marketing	Marketing & Management I: Principles	Marketing & Management II: Advanced Strategies

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!

CRIMINAL JUSTICE (SKILLS USA)

Cluster: Law, Public Safety, Corrections, & Security			
Program of Study: Criminal Justice & Correction Services			
Course 1	Course 2	Course 3	
Criminal Justice 1 (5987)	Criminal Justice 2 (5988)	Criminal Justice 3 (5989)	
Program of Study: Pre-Law			
Course 1	Course 2	Course 3	Course 4
Pre-Law I (6195)	Pre-Law II (6196)	Pre-Law III (6197)	A.P. Govt & Politics (3445)

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.

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.**

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.

DIGITAL DESIGN & TECHNOLOGY (SKILLS USA)

Cluster: Arts, Audio/Visual Technology, & Communications			
Program of Study: Digital Arts & Design			
Course 1	Course 2	Course 3	Course 4
Digital Arts & Design I	Digital Arts & Design II	Digital Arts & Design III	AP Studio Art: 2-D Design

Digital Arts and Design I (806084) Credit: 1

Grade Level: 9, 10, 11, 12

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.

HEALTHCARE & HUMAN SERVICES (HOSA)

Cluster: Health Science			
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	
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.

COMPUTER SCIENCES (SKILLS USA)

Cluster: Information Technology			
Program of Study: Coding			
Course 1	Course 2	Course 3	Course 4
Computer Science Foundations	Coding 1 OR AP Computer Science Principles	Coding 2	Coding Practicum

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 (803634) 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.

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 Civil Engineering & Architecture	Engineering Practicum (formerly EDD)

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

Principles of Engineering & Technology (formerly IED) (806054)
Honors (826054) 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.

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.

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