

# Lebanon High School



## Freshman Course Offerings

## Graduation Requirements

1. **Mathematics: 4 Credits** –
  - Algebra I, Algebra II, Geometry, and a fourth higher-level math course. (Students must be enrolled in a mathematics course each school year.)
2. **English: 4 Credits** –
  - English I, English II, English III, and English IV
3. **Science: 3 Credits** –
  - Biology, Chemistry or Physics, and a third lab course
4. **Social Studies: 3 Credits** –
  - World History, American History, Economics, and U.S. Government and Civics
5. **Lifetime Wellness: 1 Credit**
  - \*JROTC Course Substitutions:
    - 2 years of JROTC will substitute for Lifetime Wellness.
6. **Physical Education: .5 Credit**
7. **Personal Finance: .5 Credit**
8. **World Language: 2 Credits (in the same language)**
9. **Fine Arts: 1 Credit**
10. **Elective Focus: 3 credits** –
  - Three courses in the same subject area. See section titled Elective Focus Areas.
11. **Computer Science Course: 1 Credit**
12. **Additional 3 Credits**

## Other Graduation Requirements

1. Beginning in the 2024-25 school year, students who enroll in 9th grade must earn at least 1 credit of computer science in high school. Students may earn this requirement by substituting computer science for the student's fourth credit in math, third credit in science, or an elective focus credit.
2. College Entrance Exam: All students must take either the ACT or SAT. The ACT is provided for free in the student's junior and senior year.
3. U.S. Civics Assessment: All students must take and pass take a U.S. Civics assessment.
4. Civics Project-Based Assessment: All students must complete a civics-based project.

### **Valedictorian and Salutatorian:**

1. Student must have been enrolled in a Wilson County High School for a minimum of four semesters;
2. Student must qualify for the highest Latin System honor awarded in the respective school;
3. Student must complete a minimum of 3 Advanced Placement (AP) courses, sit for AP exams for all AP courses taken up to graduation, and score 3 or higher on 66% of exams taken prior to 12th grade;
4. Student will participate in at least 20 hours of community service. Students must provide documentation of the completed community service hours to their counselor;
5. Student must attain the highest weighted grade point average;
6. In the event multiple students meet the aforementioned criteria, then the highest achieved ACT score will serve as the final determining criterion.

### **Elective Focus Guidelines**

An Elective Focus is a focused program of study. Three (3) credits must be earned in one of the programs of study listed below. These 3 credits are in addition to the required credits for graduation.

### **The Elective Focus Areas are:**

1. **Math / Science**
  - This includes any Math or Science class above and beyond the seven (7) required Math and Science courses for graduation. A student must earn a minimum of 10 (ten) credits in Math / Science to have a Math / Science Elective Focus.
2. **Humanities and Fine Arts**
  - This includes any Social Studies, English, world language, music, band, chorus, theatre, art, or dance class above and beyond the one (1) fine arts credit required for graduation, the (4) required English courses for graduation, the (4) required social studies courses for graduation and the (2) required world language courses for graduation.
3. **JROTC**
  - Successful completion of 2 years of JROTC will fulfill the lifetime wellness and physical education graduation requirements.
  - Successful completion of 3 years of JROTC will fulfill the lifetime wellness, physical education, personal finance, and U.S. government requirements along with the elective focus requirement. A minimum of 3 complete years of JROTC credits are required to receive an elective focus in JROTC.

**4. Advanced Placement**

- In order to achieve an elective focus in Advanced Placement, students must take at least three Advanced Placement courses and complete the three Advanced Placement tests for those courses.

**5. Dual Enrollment**

- In order to achieve an elective focus in dual enrollment, students must earn credit in at least 3 dual enrollment courses.

**6. Career Technical Education (CTE)**

- Advanced Manufacturing
- Agriculture
- Construction
- Arts, Entertainment, & Design
- Management & Entrepreneurship
- Marketing & Sales
- Financial Services
- Education
- Healthcare & Human Services
- Hospitality & Events
- Digital Technology
- Civics, Public Service, & Safety
- Supply Chain & Transportation
- Fire Management Services

## Typical Course Sequence by Year

<p style="text-align: center;"><b>Freshman (9<sup>th</sup> Grade)</b></p> <ol style="list-style-type: none"> <li>1. English 1</li> <li>2. Algebra 1</li> <li>3. Science</li> <li>4. World History</li> <li>5. Wellness/JROTC</li> <li>6. Fine Art</li> <li>7. Elective</li> <li>8. Elective</li> </ol>	<p style="text-align: center;"><b>Sophomore (10<sup>th</sup> Grade)</b></p> <ol style="list-style-type: none"> <li>1. English 2</li> <li>2. Geometry</li> <li>3. World Language 1</li> <li>4. World Language 2</li> <li>5. Computer Science</li> <li>6. Biology</li> <li>7. Elective</li> <li>8. Elective</li> </ol>
<p style="text-align: center;"><b>Junior (11<sup>th</sup> Grade)</b></p> <ol style="list-style-type: none"> <li>1. English 3</li> <li>2. Algebra 2</li> <li>3. United States History</li> <li>4. Physical Education + Personal Finance</li> <li>5. Elective</li> <li>6. Elective</li> <li>7. Elective</li> <li>8. Elective</li> </ol>	<p style="text-align: center;"><b>Senior (12<sup>th</sup> Grade)</b></p> <ol style="list-style-type: none"> <li>1. English 4</li> <li>2. Government + Economics</li> <li>3. Math</li> <li>4. Chemistry or physics</li> <li>5. Elective</li> <li>6. Elective</li> <li>7. Elective</li> <li>8. Elective</li> </ol>

## **English**

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- **English I (G01H09):** Addresses four strands of literacy: Reading, both literary and informational texts; Writing, including research; Listening and Speaking; and Language. Students read a variety of books, fiction and nonfiction, short stories, poetry, drama, literary nonfiction and informational texts. Writing involves the modes of narrative, informative/explanatory, and argument/opinion with an emphasis on providing relevant and ample evidence to support a claim. Students have regular opportunities to conduct both limited and extended research and to share their findings in a variety of ways, including technology-based presentations, whole and small group discussions, and written products. This course continues to develop language knowledge and skills, enabling students to write and speak in registers appropriate to the purpose and audience.

- **Honors English I (G01H09H):** Students demonstrate above grade level skills in reading and writing and an ability to work independently and collaboratively. As in English I, students read a variety of increasingly complex texts and write in various modes, with the additional expectation of extended reading, writing, and research. Students must successfully meet district and teacher expectations in the completion of honors criteria each quarter, while also completing at least one or more extended reading and writing assignments related to the quarter's content.

## Math

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- **Algebra 1 (G02H00):** This course includes properties of the real number system, linear and quadratic systems, inequalities, operations on real numbers and polynomials, exponents and radicals. Students learn the language of algebra and practice the application of algebraic concepts to real world problems. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
- **Honors Algebra I (G02H00H):** This course is for students who excelled in middle school mathematics. Course content addresses the topics of Algebra I in greater depth and at a faster pace, providing time for enrichment through the study of additional performance objectives and project-based learning opportunities. Students must successfully meet district and teacher expectations in the completion of honors criteria each grading period. Honors criteria activities may involve complex problem-solving research involving reading/writing, investigations and explorations, advanced use of technology, and making connections within the discipline and to the workplace.
- **Honors Geometry (G02H11H):** This course teaches all topics of Geometry at a significantly faster pace, in greater depth, and with supplemental topics. Strong analytical thinking skills beyond the rigors of algebraic computation are essential for this course which strongly emphasizes the concept of proof. Students must successfully meet district and teacher expectations in the completion of honors criteria each grading period. Honors criteria activities may involve complex problem-solving research involving reading/writing, investigations and explorations, advanced use of technology, and making connections within the discipline and to the workplace.
- **Honors Algebra II (G02H05H):** This course teaches all topics of Algebra II at a significantly faster pace, in greater depth, and with supplemental topics. Strong analytical thinking skills beyond the rigors of algebraic computation are essential for this course, which strongly emphasizes the concept of proof. Students must successfully meet district and teacher expectations in the completion of honors criteria each grading period. Honors criteria activities may involve complex problem-solving research involving reading/writing, investigations and explorations, advanced use of technology, and making connections within the discipline and to the workplace.

# Science

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- **Environmental Science (G03H33):** Establishes the content knowledge and skills for Tennessee students necessary to prepare them for the rigorous levels of higher education and future job markets. The course provides students with an opportunity to develop an understanding of interrelationships in the natural world. In addition, it allows them to identify natural and man-made environmental problems and design and evaluate possible solutions for these problems. The academic standards for Environmental Science are research-based, supported by the National Research Council's Framework for K-12 Science Education. The standards establish the core ideas and practices of science and engineering that will prepare students to use scientific thinking to examine and evaluate knowledge encountered throughout their lives.
- **Biology I (G03H03):** Biology is the study of living organisms. Students will investigate the following: cells, interactions, photosynthesis and respiration, genetics, diversity of organisms, and biological evolution. The course will be taught with an emphasis on hands-on learning, laboratories, technology and relevancy to major life issues and career choices. The labs will include dissection. Students will take the state End of Course exam at the conclusion of the course which will count towards the student's semester grade.
- **Honors Biology I (G03H03H):** This is a more in-depth study of topics presented in biology. Students will be asked to integrate scientific facts into abstract processes. Students must successfully meet district and teacher expectations in the completion of honors criteria each quarter. Students will take the state End of Course exam at the conclusion of the course, which will count 25% of the student's semester grade.
- **Honors BioSTEM I (C21H07H):** An introductory biotechnology course and is a foundational course in the STEM cluster for students. Content includes aseptic technique, pipetting, measurement, DNA structure and function, DNA extraction, restriction digest, gel electrophoresis, with an emphasis on the scientific method, bioethics, and careers in biotechnology.
- **Agriscience (C18H19) or Honors Agriscience (C18H19H):** An introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. It serves as the first course for all programs of study in the Agriculture, Food, and Natural Resources Cluster. The content area covers ecology, biological processes, sexual and asexual reproduction, and the study of the chemical and physical laws that govern life. This course helps students understand the important role science serves as the agricultural industry advances to meet the challenges of the 21st century.

# Social Studies

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- **World History and Geography (G04H10):** This course is a comprehensive study of the progression of humans throughout the history of the leading civilizations of the world. Students will learn about the origins and consequences of the great military, economic and cultural events of the past centuries. Topics of study include the Renaissance, the Reformation, the rise of modern states, monarchies, the Enlightenment, revolution, WWI and WWII, and its aftermath.
- **Honors World History and Geography (G04H10H):** This course is for students who excelled in middle school history. Course content addresses the topics of World History and Geography in greater depth and at a faster pace, providing time for enrichment through the study of additional performance objectives and project-based learning opportunities. Students must successfully meet district and teacher expectations in the completion of honors criteria each grading period. This course is a comprehensive study of the progression of humans throughout the history of the leading civilizations of the world. Students will learn about the origins and consequences of the great military, economic and cultural events of the past centuries. Topics of study include the Renaissance, the Reformation, the rise of modern states, monarchies, the Enlightenment, revolution, WWI and WWII and its aftermath.
- **AP Human Geography (G04H30):** This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). College Course Equivalent the AP Human Geography course is equivalent to an introductory college-level course in human geography. Prerequisites There are no prerequisites for AP Human Geography. Students should be able to read college-level texts and write grammatically correct, complete sentences. All students enrolled in this statewide dual credit course take the free, online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution. Exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

## Wellness / JROTC

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- **Lifetime Wellness (G08H02):** This course is required for graduation and recommended for grade 9. Lifetime Wellness is a course that develops positive concepts toward an active, healthy lifestyle. Physical fitness activities such as aerobics, line-dancing, volleyball, badminton, table tennis, basketball, indoor/outdoor fitness games, etc. comprise units in the class structure that require students to dress appropriately in order to perform the activities. Classroom units covering disease prevention, mental health, stress management, nutrition, drug/alcohol/ tobacco prevention, first aid/CPR, and human sexuality are included in this course. At the end of the course students have the opportunity to take the Local Dual Credit exam with Cumberland University. There is a test fee associated with this exam. If students make a passing score on this exam, students will earn 1 college credit in Lifetime Wellness upon enrollment at Cumberland University.
- **JROTC I A/B(G08H04A/G08H04A) Air Force JROTC:** Provides basic training in leadership tenets, physical fitness and health, drill and ceremonies, marksmanship, and military organization. Cadets are expected to develop certain positive attitudes, values, and leadership qualities from the instruction and the leadership provided by the instructors. This course emphasizes drill and ceremonies and lays the foundation for the grade level to follow. Students will be required to wear proper JROTC acquired uniforms periodically.

## Fine Arts

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- **Visual Arts: Comprehensive I (G05H08):** This course offers students studio experiences in drawing, painting, and two-and three dimensional design with an emphasis on art elements. It is based on the National Standards for Art Education: understanding and applying media, techniques and processes; using knowledge of structures and functions; choosing and evaluating a range of subject matter, symbols and ideas; understanding the visual arts in relation to history and cultures; reflecting upon and assessing the characteristics and merits of their work and the work of others; and making connections between visual arts and other disciplines. In addition, students will learn the basics of art history and read and write art critiques.
- **General Music (G05H11):** A study of the elements (pitch, rhythm, harmony, tone quality, form), history, and the role of music in today's society. The course will encourage active participation in performing and creating music through a balanced, comprehensive, and sequential program of study. In addition, a correlation between music, the other arts, and academic disciplines will be included.

- **Class Piano I (G05HA5):** This course is designed for the beginning student wishing to learn the basic fundamentals of piano playing. This is a laboratory course through the use of an electronic piano lab. Students do not need to have a piano available for home practice, though it would be helpful. Elements of music theory and music history are part of this course. After-school and/or evening performances may be required for this course.
- **Instrumental Music-Marching/Concert Band (G05H82F/S):** An organized class that provides musical performance and study. The course is designed to develop proficiency in musical performance, an understanding of the art of music, and an appreciation of the creative and intrinsic values of music which can result in a life-long vocation/avocation. Participation in school and public performances is required.
- **Vocal Music (Chorus/Choir) (G05X12):** Multi-age vocal music classes are traditional choral ensembles offered in 9<sup>th</sup>-12<sup>th</sup> grade. Students will study proper vocal technique and choral singing, music theory and history as well as participating in public performances throughout the year. Specific courses vary from school to school based on student enrollment. Examples include, but are not limited to: Beginning Choir, Concert Choir, Men's Choir, Women's Choir, Chamber Choir, Select Choir, and Jazz Choir. Some classes may include a prerequisite, teacher recommendation, and/or audition.
- **Theater Arts I (G05H16):** This course is an overview of all aspects of theatre. Students will study both performance and non-performance facets of theatre including theater terminology, introductory theatre history, fundamentals of acting, and acting styles. Students will gain experience in speaking and acting. Time outside of class is required to fulfill the obligations of this course.
- **Digital Arts I (C11H06):** This course is an introduction to elements of design, spatial relationships, typography, and imagery as they apply to practical visual solutions for self-promotion, resumes, logo design, Web design, and sequential systems. This course instructs the student in graphic design skills employing traditional and digital tools, materials, and procedures employed in the communication arts industry. The focus will be on finding creative visual solutions to communication problems using technical skills.

## Career Technical Education

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- **Fundamentals of Construction (C17H15):** A foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an overview

of the construction industry and an introduction to building systems and materials. Students will begin compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

- **Maintenance and Light Repair I (C20H09):** This course prepares students for entry into all subsequent Maintenance and Light Repair courses. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills.
- **Culinary Arts I (C16H06):** Equips students with the foundational knowledge and skills to pursue careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon completion of this course, proficient students will have knowledge in the components of commercial kitchen safety and sanitation, history of the foodservice industry, careers, nutrition, recipe basics, proper kitchen tools and equipment, and kitchen staples. Students will gain experience in commercial food production and service operations while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Students must pass the food safety test with 100%.
- **Cosmetology I (C19H12):** The first level of cosmetology, and it prepares students with work-related skills for advancement into the Design Principles of Cosmetology course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry.
- **Barbering I (C19H09):** The foundational level of the Barbering program of study. This course prepares students with work-related skills for advancement into the Barbering II course. Content provides students the opportunity to acquire fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of haircutting, skin, nails, scalp care, chemicals, and barbershop management. Laboratory facilities and experiences simulate those found in the barbering industry. Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Cosmetology and Barbering Examination for a Tennessee Barbering Technician License.

- **Criminal Justice I (C30H00):** The first course in the Criminal Justice and Correction Services program of study. It serves as a comprehensive survey of how law enforcement, legal, and correctional systems interact with each other in the United States. Upon completion of this course, proficient students will understand the context of local, state, and federal laws, the concepts of crime control and the judicial process, and the importance of communications and professionalism in law enforcement.
- **Pre-Law 1 (C30H08):** The first course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe career planning and compliance, foundations of the legal system, organization of the law and public safety system, basic constitutional protections, and types of law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law.
- **Principles of Fire and Emergency Services (C30H04):** An introductory course in the Fire Management Services program of study. Students will be introduced to the challenging work of emergency responders in fire management services by learning regulations, health and safety protocol, communications, and operations. Upon completion of this course, if the teacher is a member of the local volunteer fire department, proficient students who are at least 16 years of age will have met the state requirements (T.C.A. 4-24-112) for minimum training of firefighters. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model.
- **Health Science Education (C14H14):** Health Science Education is an introductory course designed to prepare students to pursue careers in the fields of public health, therapeutics, health services administration, diagnostics, and support services. Upon completion of this course, a proficient student will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills.
- **Introduction to Business and Marketing (C12H26):** An introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics.
- **Introduction to Entrepreneurship (C31H23):** An applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue-producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a

business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course.

- **Computer Science Foundations (C10H11):** This course is intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Programming and Software Development, and Web Design. Students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles.
- **A/V Production I (C11H01):** Audio / Visual Production I is offered for students interested in either the Audio and Video Technologies sub-cluster or the Journalism and Broadcasting sub-cluster of the arts and communication cluster. The overlap in these industries is extensive as can be witnessed in television, film, music, radio, newspaper, Web-cast, and entertainment just to name a few. This course is an entry-level course to prepare students for the media industry. Course content provides a broad-based exposure to audio, video, and journalism, and broadcasting within the media industry. Upon completion of this course, students will be prepared to pursue advanced coursework in either audio and video technology or journalism and broadcasting.
- **Introduction to Teaching as a Profession (C32H33):** This course is designed to assist interested students in learning more about becoming involved in careers relating to the field of education. This course covers the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.
- **Educational Guidance & Social Services I (C32H29):** An exploratory course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, school psychologist, school social worker, and other school services personnel. Upon completion of this course, proficient students will gain knowledge in foundations of education, exploration of careers, and ethics and legal responsibilities. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses