



WHS Program of Studies

2026-2027

TABLE OF CONTENTS

PROGRAM OF STUDIES OVERVIEW.....	2
DIPLOMA OPTIONS & GRADUATION REQUIREMENTS.....	3
GRADUATION CEREMONIES, RECOGNITIONS & EARLY GRADUATION.....	8
READY GRADUATE OPPORTUNITIES.....	11
GRADING FOR HIGH SCHOOL COURSES.....	12
TESTING FOR CREDIT.....	12
CREDIT RECOVERY.....	13
NCAA & NAIA ELIGIBILITY.....	14
RIGOROUS ACADEMIC COURSEWORK.....	15
DUAL ENROLLMENT GRANT OVERVIEW.....	17
CAREER & TECHNICAL EDUCATION PROGRAMS.....	20
ADVANCED MANUFACTURING.....	22
AGRICULTURE.....	25
CIVICS, PUBLIC SERVICE & SAFETY.....	29
DIGITAL TECHNOLOGY.....	30
HEALTHCARE & HUMAN SERVICES.....	31
MANAGEMENT & ENTREPRENEURSHIP.....	33
TRANSPORTATION.....	34
GENERAL EDUCATION COURSES.....	35
MATHEMATICS.....	36
ENGLISH LANGUAGE ARTS.....	40
SCIENCE.....	44
SOCIAL STUDIES.....	47
PHYSICAL EDUCATION.....	50
WORLD LANGUAGE.....	51
FINE ARTS.....	52
OTHER APPROVED COURSES.....	54
ALTERNATE ACADEMIC PATHWAY & EXCEPTIONAL EDUCATION.....	55
DUAL ENROLLMENT.....	58
STATEWIDE DUAL CREDIT.....	61
LOCAL DUAL CREDIT & INDUSTRY CERTIFICATIONS.....	61

PROGRAM OF STUDIES OVERVIEW

PUBLIC NOTICE

The Wilson County School System does not discriminate due to age, race, color, gender, national origin, disability, religion, creed, or veteran status in the provision of services, in programs or activities, or in employment opportunities or benefits. Inquiries concerning Title VI or Title IX of the Civil Rights Act should be directed to Bryan Adams at (615) 444-3282. Inquiries concerning Section 504 should be directed to Tracey Burge at (615) 444-3282. Inquiries concerning the American with Disabilities Act should be directed to Rebecca Owens at (615)444-3282.

FOREWORD

The information contained in the Wilson County Schools 2026-2027 Program of Studies for grades 9-12 is intended to guide students in the selection of high school courses. Students should discuss this information with parents, teachers, school counselors and/or administrators. If there are any questions or concerns regarding the registration process, students and parents are encouraged to contact the student's school counselor or school administrator.

SCHEDULING POLICIES

Not all high schools offer all courses approved in the district's Program of Studies. Each high school creates its own list of courses to be offered each year. A high school builds its master schedule on students' requests for courses and on its ability to staff the courses students request. The registration process helps determine what courses the school will staff and offer in the following school year. Once each high school establishes its master schedule, students are obligated to take the courses they requested. Students, therefore, should carefully select courses to match their abilities and educational goals.

Students may request a valid schedule change based on summer school credits or to correct a scheduling error made by the school. These schedule corrections should take place the first five (5) days of the first semester.

Students who request and receive Honors or Advanced Placement courses are obligated to take these courses in the next academic school year unless school administration approval is granted.

A student who is experiencing difficulty in a class will not be removed from the class outside the policies stated above. When difficulties occur, the following procedures should be followed:

The student should seek assistance from the course instructor. This may include but is not limited to one-to-one tutoring with the teacher, small group tutoring offered before or after school, or additional remediation projects.

If student difficulties persist in the course, the parent should communicate with the teacher. Communication may occur by email, phone, or parent-teacher conference.

If the student continues to experience difficulties, the parent may request a school meeting that includes the teacher, student, parent(s), appropriate school counselor, and appropriate school administrator. The team will form an appropriate plan of action to address the concerns.

DIPLOMA OPTIONS & GRADUATION REQUIREMENTS

DIPLOMA OPTIONS

[Regular High School Diploma](#)

[Occupational Diploma](#)

[Alternate Academic Diploma](#)

[Special Education Diploma](#)

REGULAR HIGH SCHOOL DIPLOMA

Wilson County Schools' students must complete **26 credits** to graduate with a regular high school diploma.

[Graduation Requirements](#)

Mathematics: [4 Credits](#) - Algebra I, Algebra II, Geometry, and a fourth higher-level math course. (Students must be enrolled in a mathematics course in at least 3 years of high school.)

Students who completed any of the required math credits prior to ninth grade will receive graduation credit for that coursework; however, students are still required to complete 4 math credits in high school in at least 3 years of high school.

Fourth Credit Math Approved Substitutions*

Advanced Placement Math Program	Cybersecurity I
Dual Enrollment Math Program	Cybersecurity II
Statewide Dual Credit Pre-Calculus	Cybersecurity Practicum
Statewide Dual Credit Statistics	Data Science I
Advanced Placement Physics C: Electricity & Magnetism	Data Science II
Advanced Placement Physics C: Mechanics	Mobile App Development
Advanced Placement Physics I: Algebra-Based	Agricultural Fabrication & Biosystems Engineering
Advanced Placement Physics II: Algebra-Based	Principles of Farm and Agribusiness Mgmt.
Advanced Placement Computer Science Principles	IT Clinical Internship
Advanced Placement Computer Science A	Web Design Practicum
Dual Enrollment Computer Science	Cybersecurity Practicum
Computer Science	Manufacturing Practicum
Computer Science Foundations	Engineering Practicum
Coding I	STEM IV: Practicum
Coding II	Supply Chain Management Practicum
Coding Practicum	Teaching as a Profession Practicum (Math Placement)

**Some universities may not accept the above approved substitutions as a math credit. Check with your university prior to registering for a 4th math credit.*

English: 4 Credits - English I, English II, English III, and English IV

English III or English IV Approved Substitutions

Advanced Placement English Language & Composition
 Advanced Placement English Literature & Composition
 Advanced Placement Research
 Advanced Placement Seminar
 Dual Enrollment English Program

Science: 3 Credits - Biology, Chemistry or Physics, and a third lab course

Third Lab Science Approved Substitutions

Advanced Placement Science Program	Coding I
Dual Enrollment Science Program	Coding II
Dual Enrollment Computer Science	Coding Practicum
Advanced Placement Computer Science	Cybersecurity I
Computer Science	Cybersecurity II
Advanced Placement Computer Science Principles	Cybersecurity Practicum
Advanced Placement Computer Science A	Mobile App Development
Computer Science Foundations	Advanced Food Science
Agriscience	Natural Resources Management
Applied Environmental Science	Nutrition Science & Diet Therapy
BioSTEM I	Plant & Soil Science
BioSTEM II	Principles of Engineering & Technology
BioSTEM III	STEM I: Foundations
Engineering Design I	STEM II: Applications
Engineering Design II	STEM III: STEM in Context
Food Science & Safety	Veterinary Science Technologies
Human Anatomy & Physiology	Coding Practicum

IT Clinical Internship
Web Design Practicum
Cybersecurity Practicum
Clinical Internship

Nursing Education
Emergency Medical Service Practicum
BioStem Practicum
STEM IV: Practicum

Social Studies: 3 Credits - World History, American History, Economics, and U.S. Government and Civics

Economics Approved Substitutions

Advanced Placement Microeconomics
Advanced Placement Macroeconomics
Dual Enrollment Business Program
Dual Enrollment Economics Programs
Agricultural Business & Finance

Business Economics
Entrepreneurship
Marketing & Management I
Retail Operations
Virtual Enterprise International

U.S. Government & Civics Approved Substitutions

Advanced Placement United States Government & Politics
Advanced Placement United States History
Dual Enrollment U.S. History Program

Dual Enrollment American History Program
Statewide Dual Credit American History
Pre-Law I & Pre-Law II & Pre-Law III
American Business & Legal Systems
JROTC IIIA & IIIB

Lifetime Wellness: 1 Credit

Lifetime Wellness Approved Substitutions

JROTC IA & IB

Physical Education: 0.5 Credit

The Physical Education requirement may be met by providing the school counseling office with 40 hours of documented physical activity in one of the following: any TSSAA recognized sport, school-based cheerleading, school-based dance squad, school-based marching band.

Physical Education Approved Substitutions

JROTC IIA & IIB

Personal Finance: 0.5 Credit

Personal Finance Approved Substitutions

Dual Enrollment Business Program
Agriculture Business & Finance[‡]
Business Management

Entrepreneurship
JROTC IIIA & IIIB

*JROTC III may substitute for one-half (½) credit of U.S. Government and Civics and one-half (½) credit of Personal Finance if the JROTC instructor attends the Personal Finance training

World Language: 2 Credits (in the same language)

This requirement may be waived if the student proves proficiency in a second language through a nationally normed world language proficiency test or if the student is approved for a world language waiver request and earns two (2) additional courses in the student's elective focus area.

Fine Arts: 1 Credit

This requirement may be waived if a student is approved for a Fine Art waiver request and earns an additional elective focus credit.

Fine Arts Approved Substitutions

Advanced Placement Art History
Advanced Placement 2-D Art and Design

Advanced Placement 3-D Art and Design
Advanced Placement Drawing

Advanced Placement Music Theory
Dual Enrollment Fine Arts Programs
Digital Arts & Design I
Floral Design & Operations

Foundations of Fashion Design
Foundations of Interior Design
Landscaping & Turf Science
Web Design Foundations

Computer Science: 1 Credit

Students may fulfill this requirement by substituting Computer Science for the student's fourth (4th) math credit, third (3rd) credit of science, or an elective focus credit. Students may use Computer Science as a substitution to fulfill one credit in math; or science, and one elective focus credits.

Postsecondary institutions vary in their acceptance of CS as a math credit for admission. Please contact the postsecondary institution's admissions department for specific guidance.

Computer Science Approved Substitutions

Dual Enrollment Computer Science	Computer Coding II
Science Foundations	Coding Practicum
Advanced Placement Computer Science	Cybersecurity I
Advanced Placement Computer Science A	Cybersecurity II
Computer Science Foundations	Cybersecurity Practicum
Coding I	Mobile App Development

Elective Focus: 3 Credits

Three (3) credits must be earned in one of the programs of study listed below. These credits are in addition to the other required credits for graduation.

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.

Humanities and Fine Arts

This includes any Social Studies, English, World Language, music, band, chorus, theater, 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.

Career Technical Education (CTE)

Students completing a CTE elective focus must complete three (3) credits in the same CTE career cluster or state-approved program of study.

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

Advanced Placement

To achieve an Elective Focus in Advanced Placement, students must take at least three (3) Advanced Placement courses and complete the three (3) Advanced Placement Tests for those courses.

Dual Enrollment

To achieve an Elective Focus in Dual Enrollment, students must earn credit in at least three (3) Dual Enrollment courses.

Additional 3 Credits

NOTE: If a student receives a waiver for a graduation requirement, the student does not earn credit for the course. The student must earn additional credits to meet the required 26 credits for graduation. Many colleges and universities have admissions requirements for world language and fine arts credits. Therefore, students should research admissions requirements for college and universities of interest before selecting to waive their world language or fine arts courses for elective offerings.

Other Graduation Requirements

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.

U.S. Civics Assessment: All students must take and pass a U.S. Civics assessment.

Civics Project-Based Assessment: All students must complete a civics-based project.

OCCUPATIONAL DIPLOMA

An occupational diploma may be awarded to students with disabilities at the end of their fourth (4th) year of high school who have:

- ☐ Not met the requirements for a regular high school diploma;
- ☐ Received special education services or supports and made satisfactory progress on an IEP;
- ☐ Have satisfactory records of attendance and conduct;
- ☐ Have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education; **and**
- ☐ Have completed two (2) years of paid or non-paid work experience.

The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

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:

- ☐ Participated in the high school alternate assessments;
- ☐ Earned the prescribed twenty-two (22) credit minimum;
- ☐ Received special education services or supports and made satisfactory progress on an IEP;
- ☐ Have satisfactory records of attendance and conduct; **and**
- ☐ Have completed a transition assessment(s) that measures, at a minimum, postsecondary education and training, employment, independent living, and community involvement.

The required credits may be earned either through the state- approved standards or through alternate academic diploma course requirements defined by the Department of Education. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until the student receives a regular high school diploma or through the school year in which the student turns twenty-two (22).

SPECIAL EDUCATION DIPLOMA

A special education diploma shall be awarded at the end of the fourth (4th) year of high school to students with disabilities who have:

- ☐ Received special education services or supports and made satisfactory progress on an individualized education program (IEP);
- ☐ Not met the requirements for a regular high school diploma; **and**
- ☐ 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.

GRADUATION CEREMONIES, RECOGNITIONS & EARLY GRADUATION

GRADUATION CEREMONY

In order to participate in the commencement exercises (graduation), a student must fulfill all graduation requirements as stipulated by the Tennessee Department of Education and the Wilson County Board of Education.

VALEDICTORIAN & SALUTATORIAN STATUS

To be eligible for either Valedictorian or Salutatorian, students must meet the requirements as outlined in Board Policy 4.602.

GRADUATION WITH HONORS

Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors. The ACT benchmarks are as follows:

- English – 18
- Math – 22
- Reading – 22
- Science – 23

GRADUATION WITH DISTINCTION

Students will be recognized as graduating with “distinction” by attaining a B (3.0 cumulative GPA or above) average and completing at least one of the following:

- ☐ Earn a nationally and or state recognized industry certification
- ☐ Participate in at least one (1) of the Governor’s Schools
- ☐ Participate in one (1) of the state’s All State musical organizations
- ☐ 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
- ☐ Be selected as a National Merit Finalist or Semifinalist
- ☐ Attain a score of thirty-one (31) or higher composite score on the ACT or SAT equivalent
- ☐ Attain a score of three (3) or higher on at least two Advanced Placement exams
- ☐ Earn 12 or more semester hours of college credit as indicated on high school transcript

*Students graduating with a gold or platinum medal on National Career Readiness Certificate (WorkKeys) shall be recognized.

*Students who voluntarily complete at least ten (10) hours of community service each semester the student is in attendance at a public high school shall be recognized.

TRI-STAR SCHOLAR

A student who earns the following shall be recognized by placing an appropriate designation on the student’s diploma and by the student’s name in the school’s graduation program:

- ☐ Composite score of nineteen (19) or higher on the ACT, or an equivalent score on the SAT
- ☐ Capstone industry certification as promoted by the Department of Education

TENNESSEE SEAL OF BILITERACY

Students who have attained a high level of proficiency in speaking, reading, and writing in one (1) or more languages in addition to English shall be recognized with a Seal of Biliteracy on the high school diploma. Students receiving this recognition shall meet the following criteria:

- ☐ Complete all English language arts (ELA) requirements for graduation with an overall grade point average of 3.0 or higher in those classes;
- ☐ Demonstrate English proficiency through one (1) of the following:
- ☐ Score at meets or exceeds on each ELA end-of-course assessment taken;

- ☐ Score three (3) or higher on an Advanced Placement English Language or English Literature exam; B1 or higher on a Cambridge International English exam; or four (4) or higher on an International Baccalaureate English exam;
- ☐ Score 22 or higher on the ACT Reading subtest or 480 or higher on the SAT evidence-based reading and writing subtest; or
- ☐ Score 4.5 or higher on the WIDA Access, if the student is an English learner; and
- ☐ Demonstrate proficiency in a world language through one (1) of the following:
- ☐ Score Intermediate-Mid or higher in all three (3) communication modes (interpersonal, interpretive, and presentational) on a world language proficiency assessment recognized by the American Council on the Teaching of Foreign Languages (ACTFL)
- ☐ Score three (3) or higher on an Advanced Placement world language exam; B1 or higher on a Cambridge International world language exam; or four (4) or higher on an International Baccalaureate world language exam;
- ☐ Score at the Intermediate level or higher on the Sign Language Proficiency Interview (SLPI: ASL);
- ☐ Pass a foreign government's approved non-English language exam, or score at a level comparable to Intermediate-mid or higher on the ACTFL proficiency scale on another country's secondary level standardized exam in the country's non-English native language; or
- ☐ Score at a level comparable to Intermediate-Mid or higher on the ACTFL proficiency scale on an LEA developed alternate model. Alternate models may only be used if the identified world language does not have an associated nationally recognized assessment and must address communication, cultures, connections, comparisons, and communities.

OTHER GRADUATION RECOGNITIONS

- Students who voluntarily complete at least ten (10) hours of community service each semester the student is in attendance at a public high school shall be recognized at their graduation ceremony.
- Students graduating with a gold or platinum medal on National Career Readiness Certificate (WorkKeys) shall be recognized at their graduation ceremony.
- Students graduating with a district-developed work ethic distinction shall be recognized at their graduation ceremony.

INDUSTRY 4.0 DIPLOMA DISTINCTION

The Industry 4.0 Diploma Distinction is a distinction that allows students to pursue a career in a high-need, high-skill industry while in high school, as outlined in T.C.A. 49-6-420 and State Board Rules 0520- 01-03-.06(31) on Graduation Requirements. 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.

Students who earn the Industry 4.0 Diploma Distinction must complete at least nine dual enrollment or work-based learning (WBL) credits aligned to their career goals. They will receive monthly career coaching and counseling to better prepare them for the transition into the workforce. Additionally, they will have the option to substitute a WBL or dual enrollment credit, as approved by the State Board of Education, for one math credit and one science credit. The requirements for each grade are outlined below.

Grade 9

School Requirements

Each high school must notify all grade 9 students of the opportunity to pursue an Industry 4.0 Diploma Distinction no later than ten days after the first day of each semester of the school year.

Grade 10

School Requirements - Each high school must notify all grade 10 students of the opportunity to pursue an Industry 4.0 Diploma Distinction no later than ten days after the first day of each semester of the school year.

Student & Parent Requirements - Students interested in pursuing an Industry 4.0 Diploma Distinction must provide the counselor or school principal with documentation signed by the student's parent or legal guardian indicating that the parent or legal guardian is aware of the requirements for the student to obtain

the diploma distinction and consenting to the student's participation. Students must also register with a regional American Job Center (AJC) or other career counseling or community partner, known as a **career coach**, and enroll in at least one WBL or dual enrollment course for the student's junior year.

Career Coach Requirements - A career coach must be one of the following:

- ☐ an AJC career coach; or
- ☐ a career coach from a career counseling or community partner program approved by the U.S. Department of Labor's regional office for the State of Tennessee; or
- ☐ a certified licensed school counselor; or
- ☐ an educator who holds an active WBL certificate provided by the Tennessee Department of Education.
- ☐ A career coach must meet no less than once per month during the school year to help the student develop personal attributes required for success in the workforce, assist the student in applying for dual enrollment grants and other available financial aid opportunities, identify the best combination of dual enrollment and WBL courses, and help the student prepare for standardized assessments. A combination of stakeholders who meet the career coach requirements may collaboratively provide these services to students.

Grade 11

Student Requirements -The student must be enrolled in at least one WBL or dual enrollment course and enroll in WBL or dual enrollment courses for the student's senior year. The student must also meet no less than once per month during the school year with a career coach.

Grade 12

Student Requirements - The student must successfully complete all coursework required for graduation for his/her diploma type. Students may earn at least one science credit and at least one math credit through course substitutions approved by the State Board of Education, including, but not limited to, dual enrollment and WBL courses aligned to a student's chosen career path. These substitutions may only fulfill the student's third credit of science or fourth credit of math. A list of WBL and dual enrollment courses that qualify as science and math substitutions can be found [here](#). By the end of the student's senior year, the student must earn at least nine credits of dual enrollment or WBL, meet no less than once per month during the school year with a career coach, and fulfill all other graduation requirements to earn the Industry 4.0 Diploma Distinction.

EARLY GRADUATION

Move on When Ready (TDOE Policy)

The Move on When Ready Act provides public high school students who wish to graduate early with the opportunity to graduate high school early and gain entry into a postsecondary institution. A public high school student may complete an early high school graduation program and be eligible for unconditional entry into a public two (2)-year institution of higher education or conditional entry into a public four (4)-year institution of higher education, if the student fulfills each of the following requirements:

- ☐ Earns seventeen (17) credits that include:
 - ☐ English I, II, III, and IV
 - ☐ Algebra I and II
 - ☐ Geometry
 - ☐ Computer Science or an approved substitute (see the Graduation Substitutions Policy)
 - ☐ United States History
 - ☐ Two (2) courses in the same world language;
 - ☐ One (1) course selected from:
 - ☐ (i) Economics
 - ☐ (ii) Government
 - ☐ (iii) World Civilizations
 - ☐ (iv) World Geography
 - ☐ One (1) course selected from:

- ☐ (i) History and appreciation of visual and performing arts
- ☐ (ii) A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts
- ☐ Health and Physical Education (Wellness)
- ☐ Biology
- ☐ Chemistry
- ☐ Has a cumulative GPA of at least 3.2 on the Uniform Grading System four (4) point scale;
- ☐ Scores at the on-track or mastered level on each end-of-course assessment taken
- ☐ Meets benchmark scores of twenty-five (25) or higher on the mathematics portion of the ACT and twenty-five (25) or higher on the English portion of the ACT, or equivalent scores on the SAT (these scores may come from different test administrations);
- ☐ Achieves a passing score on a nationally recognized world language proficiency assessment; **and**
- ☐ Completes two (2) early postsecondary courses.

*A student pursuing early graduation through the Move on When Ready program may take two (2) high school English courses in an academic year.

*A student pursuing early graduation through the Move on When Ready program shall complete an intent form available from the Department of Education and submit it to her or his high school principal and the Department of Education. [Intent Form](#)

For other early graduation opportunities, please refer to policy [4.203](#).

READY GRADUATE OPPORTUNITIES

What is a Ready Graduate?

Watch this a video with information on Ready Graduate: [Ready Graduate Video](#)

A *Ready Graduate* is a high school graduate who meets success milestones that increase the probability of seamlessly enrolling in post secondary education and securing high-quality employment.

To be a Ready Graduate, students are encouraged to meet one or more of the following indicators:

- ☐ ACT Composite score of 21 or higher
- ☐ SAT score of 1060 or higher
- ☐ Four Early Post Secondary Opportunities, or EPSOs
- ☐ Two EPSOs & pass an industry certification
- ☐ Two EPSOs & a 31 on a military entrance exam - the Armed Forces Qualification Test (AFQT) and the Armed Services Vocational Aptitude Battery (ASVAB)

What is an Early Postsecondary Opportunity (EPSO)?

An Early Postsecondary Opportunity, or EPSO, is a high school course or program that gives a student the opportunity to gain college credit or industry certification. To earn an EPSO, the student must take the exam corresponding to the course or program and in some cases the student must earn a passing score on the exam to earn an EPSO.

Wilson County Schools offers the following EPSOs in our academic programming:

- Advanced Placement Courses (must complete the course and attempt the exam to earn an EPSO)
- Dual Enrollment Courses (must complete the course to earn an EPSO)
- Statewide Dual Credit Courses (must complete the course and attempt the exam to earn an EPSO) **Beginning in the fall of 2027, all Statewide dual credit courses will be fully discontinued by the TN Department of Education.*
- Local Dual Credit Courses (must complete the course and attempt the exam to earn an EPSO)
- Industry Certification Exams (must earn a passing score on exam or complete licensure requirements)

Grade Advantages for EPSOs

Students completing Local and Statewide Dual Credit Courses, and Capstone Tier III Industry Certification-Aligned Courses will receive an additional 4 points added to each reporting period and the final exam score.

Students completing an Advanced Placement (AP) class and Dual Enrollment Courses will receive an additional 5 points added to each reporting period and the final exam score.

Final grades in any courses designated as an early postsecondary (EPSO) course, with the exception of local dual credit courses, will be increased by 1.0 quality points. This includes Dual Enrollment Courses, State-Wide Dual Credit Courses, and National Industry Certification Courses.

Final grades in Local Dual Credit courses will be increased by 1.0 quality point, if the student takes the corresponding Local Dual Credit exam. If a student elects not to take the Local Dual Credit Exam, the student will receive an increase to his/her G.P.A. by 0.5 quality points.

Final grades in Advanced Placement Courses will be increased by 1.0 quality point, if the student takes the corresponding Advanced Placement Exam. If a student elects not to take the Advanced Placement Exam, the student will receive an increase to his/her G.P.A. by 0.5 quality points.

[Refer to Board Policy 4.600](#)

*Courses in the Program of Studies will indicate if they are aligned with an EPSO.

*Students who earn a passing score on a College Board CLEP test can also earn an EPSO. Students should contact the College Board for additional details on CLEP testing. Wilson County Schools does not provide CLEP testing. [Information on College Board CLEP Testing](#)

GRADING FOR HIGH SCHOOL COURSES

GRADING SCALE & WEIGHTED GRADES

The following state-wide grading scale is used in all classes:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = Below 60

In addition, weighted grades will be calculated per Board Policy [4.600](#).

HOPE SCHOLARSHIP

Assigning quality points above a 4.0 for any course(s) is not allowed for the purpose of determining eligibility for the lottery (HOPE) scholarship.

PRINCIPAL'S LIST / HONOR ROLL

To be eligible for either the Principal's List or Honor Roll, a student must be enrolled in a minimum of five (5) credits. To be eligible for the Principal's List, students must have A's in all subjects. To be eligible for the honor roll, a student must have no grade below a B and at least one A.

TESTING FOR CREDIT

Students in grades 9-12 may receive credit for an eligible course in which the student is not enrolled but attains a qualifying score on the course's credit exam.

Eligible Courses:

- English IV
- Ecology
- Personal Finance
- Pre-Calculus

The course exams will be administered during the first two weeks of each semester. Before taking the credit exam, the student will be notified of the qualifying score needed to receive credit and the grade will be included in his/her overall grade point average if the student achieves a qualifying score on the credit exam. A student may only take a credit exam once.

A student may take up to four (4) exams, earning no more than four (4) credits that will be applied to the student's graduation requirements and be included in the student's overall grade point average.

CREDIT RECOVERY

Credit recovery is an option for high school students in the Wilson County School System who have failed to earn credit in a course taken through a Wilson County School or who have been approved by the Director of Schools. Admission to, and removal from, credit recovery programs may include, but not be limited to, attendance, discipline, availability of coursework, availability of space, appropriate progress, and grades.

ELIGIBILITY

In order for a student to be eligible to enter credit recovery, the following is required:

- ☐ The student's parent and/or legal guardian gives written consent for the student to enroll in the proposed credit recovery course(s). Parents/guardians should be informed that not all postsecondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will not accept credit recovery courses for credit.
- ☐ The student has previously taken an initial, non-credit recovery section of the proposed course and received a grade of not less than 50%. Students who receive a grade of below 50% in the non-credit recovery section of the course must retake the course.

If a student is seeking to recover credit for the first semester of a two semester course, the student may not receive full credit for the course until they have enrolled in and passed the second semester of the course and taken the end-of-course (EOC) examination, if applicable^[1].

INSTRUCTION

Once a student is enrolled in a credit recovery course, the student shall:

Complete a course standard-specific diagnostic to determine standard-specific goals;

Meet individual standard-specific goals in a flexible time frame as established by identified student need;

Master all individualized skill-specific goals as established by the diagnostic process in order to earn credit; and

May be required to complete additional assignments as directed by the local board of education credit recovery policy and/or credit recovery teacher of record, in order to earn credit.

GRADES

Students will receive grades in accordance with the Wilson County Schools Credit Recovery Guidelines.

Students passing credit recovery shall receive a final grade of sixty percent (60%).

The student transcript shall denote that credit was attained through credit recovery.

The original failing grade will be listed on the transcript, but shall not factor into the student's GPA, in accordance with the State Board of Education's Uniform Grading Policy (3.103).

NCAA & NAIA ELIGIBILITY

NCAA ELIGIBILITY

If a student wants to compete in NCAA sports at a Division I or Division II school, the student **MUST** register with the NCAA Eligibility Center to make sure the student stays on track to meet initial-eligibility standards.

If the student or parents have questions about eligibility or about the registration process, call the NCAA toll free at 1-877-262-1492. International students should call 317-917-6222.

To be eligible to compete in NCAA sports during a student's first year at a Division I school, a prospective student athlete must graduate high school and meet **ALL** the following requirements:

- ☐ Complete 16 core courses:
 - ☐ Four years of English
 - ☐ Three years of math (Algebra 1 or higher)
 - ☐ Two years of natural/physical science (including one year of lab science if your high school offers it)
 - ☐ One additional year of English, math or natural/physical science
 - ☐ Two years of social science
 - ☐ Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
 - ☐ Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- ☐ Earn at least a 2.3 GPA in your core courses.

For additional information refer to the "NCAA Guide for the College-Bound Student- Athlete" (go to www.eligibilitycenter.org) and college directories for information on Division I, II, and III colleges and universities.

The NCAA form (48-H) lists the course titles and the course numbers of all courses that meet NCAA core course requirements. This form is completed by each school and sent in to the NCAA Initial Eligibility Clearinghouse.

Please access this link for NCAA Division II Eligibility Requirements: [Division II Eligibility](#)

You do not need to register with the NCAA to be eligible for Division III athletics. [Division III Athletics](#).

NAIA ELIGIBILITY

To be academically eligible, the NAIA eligibility center requires that incoming freshmen meet two of the following three criteria:

- ☐ Achieve a minimum of 18 on the ACT or 970 on the SAT*
- ☐ Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale
- ☐ Graduate in the top half of their high school class.

To get started, student-athletes must register with the NAIA Eligibility Center, creating a profile at PlayNAIA.org. In order to prove they meet these requirements, student-athletes must send the NAIA specific documentation. NAIA provides more details about the [NAIA eligibility requirements](#), as well as the documents that prospects must provide.

*Students with diagnosed learning disabilities, who do not meet freshman eligibility requirements, may have their academic profiles reviewed by the NAIA National Eligibility Committee at the request of the NAIA institution

RIGOROUS ACADEMIC COURSEWORK

Wilson County Schools wants all students to take the most rigorous courses for which students demonstrate readiness. Below are opportunities for students to increase the rigor of their high school academic program. Weighted grades will be awarded in accordance with [Board Policy 4.600](#)

ADVANCED PLACEMENT COURSES

The College Board's Advanced Placement (AP) Program provides an opportunity for high school students to experience rigorous postsecondary-level coursework across multiple subjects. Each course is aligned to a subject-specific AP exam, which provides students the potential to earn credit for post secondary coursework in that subject. The student is responsible for seeking information from colleges of interest about what AP score is necessary to earn college credit.

Students enrolled in AP courses should plan to take the AP exam. Exams cost approximately \$99 each, but fee assistance may be available to qualified students.

DUAL ENROLLMENT COURSES

Dual enrollment (DE) is a postsecondary course, taught either at the postsecondary institution or at the high school, by postsecondary faculty or credentialed adjunct faculty. Dual enrollment instructors must meet postsecondary requirements, but do not have to meet specific TN teacher licensure or endorsement requirements.

Dual enrollment courses can be taught at the postsecondary campus, the high school, or online. The location of the course does not affect its status as a dual enrollment course. Students who complete and pass the course(s) may earn high school and college credit. Students are responsible for seeking admission to the college or university and for payment of college tuition and all needed academic materials, including textbooks. It is the responsibility of the student to verify that the credit will be accepted at the university they plan to attend.

A qualified high school student is defined as a junior or senior with an unweighted 3.0 average or higher in the subject area of enrollment and with an ACT composite score as determined by the partnering University and an ACT subscore meeting the ACT Readiness Benchmark in the subject area of enrollment if applicable.

Students may qualify for the dual enrollment grant to offset the costs of dual enrollment courses. Visit <https://www.collegefortn.org/dualenrollment/> for more information about award information, eligibility, requirements, and application.

In addition, Wilson County Schools partners with colleges and universities to provide Early College Programs and Dual Enrollment Extreme Programs experiences to provide eligible students opportunities to enroll full-time in college-level coursework.

HONORS COURSES

Honors courses exceed the content standards, learning expectations, and performance indicators of standard courses. Teachers of honors courses model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course includes a minimum of five of the following components:

- ☐ Extended reading assignments that connect with the specified curriculum;
- ☐ Research-based writing assignments that address and extend the course curriculum;
- ☐ Projects that apply course curriculum to relevant or real-world situations;
- ☐ Open-ended investigations in which the student selects the questions and designs the research;
- ☐ Writing assignments that demonstrate a variety of modes, purposes, and styles;
- ☐ Integration of appropriate technology into the course of study;
- ☐ Deeper exploration of the culture, values, and history of the discipline;
- ☐ Extensive opportunities for problem-solving experiences through imagination, critical analysis, and appreciation; and

- ☐ Job shadowing experiences with presentations that connect class study to the world of work.
To enroll in an honors course, students should have records of high achievement.

INDUSTRY CERTIFICATION COUSES

Industry certifications (IC) are earned through secondary and postsecondary career and technical education programs and courses. High school students are encouraged to focus their elective credits on robust, career-aligned learning pathways. Robust learning pathways should culminate with the achievement of nationally recognized industry certifications, meaningful work-based learning experiences, and/or attainment of postsecondary credit hours through early postsecondary opportunities. As it pertains to industry certifications, all Tennessee Department of Education-promoted certifications are aligned with postsecondary and employment opportunities and with the competencies and skills that students should have acquired through their chosen programs of study.

LOCAL DUAL CREDIT COURSES

Local dual credit is a high school course aligned to a local post secondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution only. Courses are taught by licensed high school teachers or certified college instructors approved by the school system and the postsecondary institution. Exam fees are determined by the post-secondary institution providing the challenge exam.

STATEWIDE DUAL CREDIT COURSES

**Beginning in the fall of 2027, all Statewide dual credit courses will be fully discontinued by the TN Department of Education.*

Statewide dual credit classes are college-level courses taught at the high-school level by trained high-school teachers. Course learning objectives are developed by Tennessee high school and college faculty in order to ensure alignment with post-secondary standards.

All students enrolled in a statewide dual credit course must 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.

DUAL ENROLLMENT GRANT OVERVIEW



Dual Enrollment Grant (DEG) Overview

Application Deadline

June 30th of the academic year
For all terms and all institution types

Apply at www.tn.gov/tsacstudentportal. Application is for an academic year. For example, the 2024-2025 application is used to apply for fall 2024, spring 2025, and summer 2025 semesters.

2 or 4-year college DEG Reminders

- To qualify for DEG at a 2- or 4-year college, student must be a high school junior or senior and satisfy dual enrollment (DE) admissions criteria set by the college.
- DEG students must earn a minimum cumulative 2.00 GPA, for all courses attempted while under the grant, each semester to remain eligible for the grant.
- DEG will pay for up to ten (10) DE courses at a 2- and 4-year college.
- Students dual enrolling at two colleges concurrently must contact the financial aid office at their primary DE college to complete a consortium agreement to receive funding for both colleges.

Award Amounts

A dual enrolled student participating in the Dual Enrollment Grant program may receive funding for up to ten (10) lifetime dual enrollment courses. If enrolled in a 3-credit hour course for the first five (5) courses, the student may receive up to **\$582.75**. For courses 1-5 which are not 3 credit hours, courses are paid at a rate of \$194.25 per credit hour. For courses 6 – 10, **\$100** per credit hour.

Tennessee College of Applied Technology (TCAT) DEG Reminders

- Any high school student (9th – 12th grade) may qualify for DEG at a TCAT. Student must meet dual enrollment (DE) admissions criteria set by the TCAT.
- DEG will pay for up to 1296 clock hours at a TCAT.
- Students must earn a minimum cumulative 2.00 GPA, for all courses attempted while under the grant, each semester to remain eligible for the grant.
- Students dual enrolling at a TCAT and a 2- or 4-year college concurrently must contact the financial aid office at their primary DE college to complete a consortium agreement to receive funding for both colleges.

TCAT Award Amounts

<u>Clock Hours</u>	<u>Amount</u>
1-40	\$221.55
41-80	\$299.25
81-135	\$452.55
136-217	\$788.55
218-340	\$1273.65
341-450	\$1424.85

OTHER FUNDING RELATED TO DUAL ENROLLMENT GRANT REQUIREMENTS

A student may receive funding for one (1) course per semester. To receive funding for two (2) additional courses per semester, the student must meet the minimum HOPE Scholarship academic requirements at the time of dual enrollment. For more details, please see the Tennessee HOPE Scholarship eligibility requirements.

Students who receive the Dual Enrollment Grant amount for more than five (5) dual enrollment courses over the junior and senior years will have the amount reduced from their Tennessee HOPE Scholarship on a dollar for dollar basis.

College courses attempted and the number of years enrolled as dual enrolled students shall not count against the 120 semester hours and five (5) years limitation for the Tennessee HOPE Scholarship program.

The Dual Enrollment Grant shall be used for lower division (courses numbered 100-200 or 1000-2000) postsecondary degree-seeking courses.

*Please visit this link to learn more about this grant and the eligibility process: [Tennessee Dual Enrollment Grant](#) or [CollegeforTN.org Dual Enrollment website](#).

Rising 11th and 12th graders who enroll full time (12 hours) in college coursework may be eligible for the [Middle College Scholarship](#) for \$1,000 per semester.

*Please visit this link to learn more about this scholarship and the eligibility process: [Tennessee Middle College Scholarship](#)

EARLY COLLEGE & DUAL ENROLLMENT EXTREME

Wilson County Schools is pleased to partner with Cumberland University to offer eligible juniors and seniors a full-time college-experience through which students simultaneously earn high school and college credits towards a future degree pathway.

EARLY COLLEGE

The Early College Program is a program in which qualified high school juniors and seniors participate in college courses offered by the university's professors on the university's campus. Students in the Early College Program have the opportunity to complete 60 semester hours of college credits in four semesters (5 courses each semester), completing the requirements for an Associate of Art degree at the same time that they complete their high school diploma.

Courses will be offered to a cohort of students from area high schools on the university campus. Course offerings will ensure that participating students will be able to return to their high school campus to participate in programs and athletics that take place in the afternoons.

Who can participate?

To qualify for the Early College program for the fall of 2026, students must:

- ☐ Be recommended by their high school counselor and/or principal as being academically prepared to engage in college-level work, and possess the maturity and responsibility to ensure success.
- ☐ Have a minimum unweighted high school grade point average of 3.0.
- ☐ Have a composite 21 ACT with sub-scores of 22 in Mathematics and 20 in English.
- ☐ Submit all required documentation and registration forms. (School forms and University forms)

How much does it cost?

For those eligible for the [TSAC dual enrollment grant](#), the estimated cost for tuition for 60 credit hours is approximately \$6,000. An estimated maximum cost for books and materials is \$200-\$250 per semester. These fees are subject to change without notice.

Will I be a full-time college student?

Yes. You will attend all classes on the university campus, and be considered a Cumberland student. That means you will be issued a Cumberland University student ID, have access to all campus resources, such as the Tutoring, Counseling, and Career Services centers, as well as all campus facilities and events, etc. Early college students may audition to participate in musical and choral ensembles, including the marching band. However, Early college students cannot participate in collegiate athletics, and will not have access to the Jimmy Floyd center since they do not pay access fees. All courses will be scheduled to conclude by 1:30 so that you can return to your high school campus to participate in clubs, activities, and athletics as normal.

How do I apply?

Students seeking to enroll in the Cumberland University Early College program should apply using the Undergraduate Student application on the [Office of Admissions website](#). When selecting "Academic Interest," please select "Early College". After you submit your application, please work with your

counselor to have your high school transcript and test scores sent to the Cumberland University Office of Admissions.

DUAL ENROLLMENT EXTREME

Dual Enrollment Extreme is available to seniors who would like to full-time enroll in college-level coursework (minimum of 12 hours per semester) on Cumberland University's college campus to earn credits for high school graduation requirements and earn college credits that do not necessarily align with the requirements of an Associate of Art degree.

The same eligibility requirements, application process, and benefits for Early College Program apply to the Dual Enrollment Extreme Program.

CAREER & TECHNICAL EDUCATION PROGRAMS

CTE PROGRAM OF STUDY

Each Career Cluster is divided into a Program of Study that includes four levels of courses that build on each other as the student progresses throughout high school. Each level of courses provides a rigorous, industry-aligned deep dive into the specifics of that career.

For example, Career Cluster Agriculture can be broken down into the Veterinary and Animal Science program of study. If a student chooses this Program of study they will take the following classes:

Level 1: Agriscience / Honors Agriscience

Level 2: Small Animal Science

Level 3: Large Animal Science

Level 4: Veterinary Science Technologies and / or Veterinary Clinical Internship

A student must earn two or more credits within a Program of Study to be considered a CTE Concentrator.

A third course within the same Career Cluster meets the graduation requirement for an elective focus.

EARLY POST-SECONDARY OPPORTUNITIES (EPSOs)

Early Post-Secondary Opportunities include industry certification tests, Dual Enrollment/Credit courses, or challenge exams that give students the opportunity to earn credit in both postsecondary and career fields. Industry certification tests are aligned to courses to help promote student readiness to enter the workforce or attend a postsecondary institution. Dual Enrollment/Credit courses allow students to earn postsecondary credit at community colleges, technical colleges, or universities through class enrollment or challenge exams given at the conclusion of the course. EPSOs allow students to become familiar with postsecondary rigor, save time and money in progression to obtain postsecondary credentials, and make decisions regarding their career choice. CTE offers many EPSOs to ensure all students have the opportunity to be equipped to be college and career ready.

CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

Career and Technical Student Organizations (CTSOs) play a vital role in developing students both in and outside the classroom. These organizations offer competitive events, leadership training, and additional instruction opportunities for students to improve their learning in a particular career cluster. CTSOs help improve the quality of each of our career clusters. We highly encourage that your student participates to receive the maximum quality each cluster has to offer. Each cluster is accompanied by one or more CTSOs. To learn more visit the [Career and Technical Student Organization page](#).

GRADUATION REQUIREMENTS & COURSE SUBSTITUTIONS

Several Career and Technical Education courses are approved as graduation substitutions and have been reviewed to determine sufficiently rigorous content to count toward one of the required courses. See Graduation Requirements for more information.

CAREER CLUSTERS BY HIGH SCHOOL

Each career cluster below is linked to programs of study and courses offered at each high school. Each high school may not offer all courses due to facility & instructor availability.

[Barry Tatum Virtual Learning Academy](#)

[Green Hill High School](#)

[Lebanon High School](#)

[Mount Juliet High School](#)

[Watertown High School](#)

[Wilson Central High School](#)

WORK-BASED LEARNING COURSES

Work-Based Learning: Career Practicum is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to

extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. Career Practicum activities may take one of two forms:

1) Workplace-Based: Students participate in individual work-based learning experiences in professional settings when they meet the hours required for full time course equivalent. These experiences include registered apprenticeships, cooperative education (co-op), and internships.

2) Classroom-Based: Students are immersed in a classroom-based experience where they learn through targeted industry involvement that may take the form of industry-driven project-based learning, school-based enterprise, and virtual enterprise. This model should incorporate industry engagement through activities like tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations.

Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths.

Work-Based Learning Courses allow students the opportunity to gain experience in a paid or unpaid setting during the school day. This can be both on or off-campus. Work-Based Learning (WBL) gives students real-world application experience before entering the workforce or post-secondary training.

Work-Based Learning: Career Practicum

**CTE Program of Study Focused Course Code*

C10H40 • C10H41 • C10H42 • C10H43 • C11H24 • C11H25 • C11H26 • C12H60 • C12H61 • C12H62 • C13H40 • C13H41 • C13H42 • C13H43 • C14H19 • C14H45 • C14H46 • C14H47 • C14H48 • C14H91 • C15H29 • C16H21 • C16H22 • C17H45 • C17H46 • C17H47 • C17H48 • C17H49 • C18H61 • C18H62 • C18H63 • C18H64 • C18H65 • C18H66 • C18H86 • C19H35 • C19H36 • C19H37 • C19H38 • C20H34 • C20H35 • C20H36 • C21H45 • C21H46 • C21H47 • C21H48 • C29H16 • C29H17 • C30H26 • C30H27 • C30H28 • C31H28 • C31H29 • C31H30 • C32H34 • C32H35 • C32H36 • G25H29

Admission into this class is by application only. A student must have a 90% attendance rate for the semester immediately preceding enrollment in this class. Their place of employment must correlate to their chosen Elective Focus and a significant portion of the hours worked must be during the normal school day.

Students must be enrolled in a CTE that is related to their job. Students must maintain school attendance of a minimum of 90%, passing grades in all courses, and be able to legally drive to the job site. This course allows students to leave the school campus daily to gain real-world occupational experience.

Grade Level: 11, 12

Prerequisite: Students should be a concentrator in a CTE program of study and have completed related courses prior to enrolling in this course.

Credit: 1 credit, up to 6 credits per year, including summer

Successful Skills Through Service Learning (C25H15)

A program, which combines volunteer service and classroom instruction and provides a comprehensive approach. Focuses on ethical, social and intellectual skill development of students; development of positive values such as trustworthiness and responsibility; commitment to a task and those involved in the task; collaboration; team-building, punctuality, and respect for the quality of work done while serving the community.

Grades: 11, 12

Credit: 1

ADVANCED MANUFACTURING

PROGRAMS OF STUDY

[Engineering](#)

[Industrial Maintenance Technology](#)

[Machining Technology](#)

[Mechatronics](#)

[Robotics & Technology](#)

[Welding](#)

ENGINEERING COURSES & SEQUENCING

Level 1 - Honors Principles of Engineering & Technology (C21H04H) is a foundational course in the STEM cluster for students interested in learning more about careers in engineering and technology. This course covers the basic skills required for engineering and technology fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others.

Grade: 9, 10

Credit: 1

EPSO: OSHA 10 General Industry

**This class can substitute for a third (3rd) lab science credit.*

Level 2 - Honors Engineering Design I (C21H05H) is a fundamental course in the STEM cluster for students interested in developing their skills in preparation for careers in engineering and technology. The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Tennessee. They will also be able to identify simple and complex machines; calculate various ratios related to mechanisms; explain fundamental concepts related to energy; understand Ohm's Law; follow the steps in the engineering design process to complete a team project; and effectively communicate design solutions to others.

Grade: 9, 10, 11

Prerequisite: Principles of Engineering & Technology (C21H04), Algebra I (G02X02, G02H00), and Physical Science (G03H00) or Biology (G03H03)

Credit: 1

EPSO: OSHA 10 General Industry

**This class can substitute for a third (3rd) lab science credit.*

Level 3 - Honors Engineering Design II (C21H06H) is an applied course in the STEM career cluster for students interested in further developing their skills as future engineers. This course covers the knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to explain the differences between scientists and engineers, understand the importance of ethical practices in engineering and technology, identify components of control systems, describe differences between laws related to fluid power systems, explain why material and mechanical properties are important to design, create simple free body diagrams, use measurement devices employed in engineering, conduct basic engineering economic analysis, follow the steps in the engineering design process to complete a team project, and effectively communicate design solutions to others.

Grade: 10, 11, 12

Prerequisite: Engineering Design I

Credit: 1

EPSO: Certified Solidworks Associate (CSWA) Academic, FANUC Robotics

**This class can substitute third (3rd) lab science credit.*

Level 4 - Honors Engineering Practicum WBL (C21H14H) is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem-solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs: instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service-learning, mentoring, and job shadowing. Upon completion of the practicum, students will be better prepared for post-secondary study in engineering and technology fields.

Grade: 11, 12

Prerequisite: Engineering Design I (C21H05) and Biology (G03H03) or Chemistry (G03H12)

Credit: 1

**This class can substitute for a fourth (4th) math credit*

Level 4 - Work-Based Learning: Engineering Career Practicum (C21H47)

MECHATRONICS COURSES & SEQUENCING

Level 1 - Principles of Manufacturing (C13H05)

Level 2 - Digital Electronics (C13H07) is intended to provide students with an introduction to the basic components of digital electronic systems and equip them with the ability to use these components to design more complex digital systems. Proficient students will be able to (1) describe basic functions of digital components (including gates, flip flops, counters, and other devices upon which larger systems are designed), (2) use these devices as building blocks to design larger, more complex circuits, (3) implement these circuits using programmable devices, and (4) effectively communicate designs and systems.

Grade Level: 9 & 10

Prerequisite: Algebra I (G02X02, G02H00)

Credit: 1

Level 3 - Robotics & Automated Systems (C13H15) is an applied course for students who wish to explore how robots and automated systems are used in the industry. Upon completion of this course, proficient students will have an understanding of the historical and current uses of robots and automated systems; programmable circuits, interfacing both inputs and outputs; ethical standards for engineering and technology professions; and testing and maintenance of robots and automated systems.

Grade Level: 10, 11, 12

Prerequisite(s): Algebra 1, Geometry, Physical Science, Chemistry or Physics, Principles of Engineering or Principles of Manufacturing

Credit: 1

EPSO: FANUC Robotics Industry Certification

Level 3 - Dual Enrollment Mechatronics 1 (C13H04) is an applied course in the manufacturing cluster for students interested in learning more about careers as a mechatronics technician, maintenance technician, electromechanical technician, and manufacturing engineer. Upon completion of this course, proficient students are able to describe and explain the basic functions of physical properties and electrical components within a mechatronic system. They can logically trace the flow of energy through a mechatronic system and can communicate this process to others. They know how to effectively use technical documentation such as datasheets, schematics, timing diagrams, and system specifications to troubleshoot basic problems with equipment.

Grade Level: 10, 11, 12

Prerequisite(s): Robotics & Automated Systems, *Students that meet Dual Enrollment requirements

Credit: 2

EPSO: Dual Enrollment Course through TCAT

Level 4 - Dual Enrollment Mechatronics 2 (C13H21) is an advanced course in the manufacturing career cluster for students interested in learning more about such careers as mechatronics technician, maintenance technician, or electromechanical technician. Following the groundwork of mechanics and electronics laid in Mechatronics I, this course covers the basics of pneumatic, electro-pneumatic, and hydraulic control circuits in a complex mechatronic system. In addition, the course addresses basic digital logic and programmable logic controllers (PLCs) employed in the mechanical, electronic, and control systems in a mechatronics system.

Grade Level: 10, 11, 12

Prerequisite(s): Mechatronics I, *Students that meet Dual Enrollment requirements

Credit: 2

EPSO: Dual Enrollment Course through TCAT

Level 4 - Manufacturing Practicum WBL (C13H08)

**This class can substitute for a fourth (4th) math credit*

Level 4 - Work-Based Learning: Mechatronics Career Practicum (C13H42)

ROBOTICS & TECHNOLOGY COURSES & SEQUENCING

Level 1 - Honors Principles of Engineering & Technology (C21H04H)

Level 2 - Digital Electronics (C13H07)

Level 3 - Robotics & Automated Systems (C13H15)

Level 4 - Honors Engineering Practicum WBL (C21H14H)

Level 4 - Work-Based Learning: Robotics & Technology Career Practicum (C21H48)

WELDING COURSES & SEQUENCING

Welding I DE (C13H03) is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Students enrolled in this course will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer-aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control. Upon completion of the Welding I course, students will understand the requirements to pursue the American Welding Society (AWS) Entry Welder qualification and examination and will be prepared to undertake more advanced welding coursework.

Grade Level: 11, 12

Prerequisite(s): *Students that meet Dual Enrollment requirements

Credit: 1

EPSO: Dual Enrollment Course through TCAT

Welding II DE (C13H18) is designed to provide students with opportunities to effectively perform cutting and welding applications of increasing complexity used in the advanced manufacturing industry. Proficient students will build on the knowledge and skills of the *Welding I* course and apply them in novel environments, while learning additional welding techniques not covered in previous courses. Specifically, students will be proficient in (1) fundamental safety practices in welding, (2) gas metal arc welding (GMAW), (3) flux cored arc welding (FCAW), (4) gas tungsten arc welding (GTAW), and (5) quality control methods. Upon completion of the *Welding II* course, proficient students will be eligible to complete the American Welding Society (AWS) Entry Welder or the AWS SENSE Advanced Welders qualifications and certifications.

Grade Level: 11, 12

Prerequisite(s): Welding I, *Students that meet Dual Enrollment requirements

Credit: 2

EPSO: Dual Enrollment Course through TCAT

Level 4 - Manufacturing Practicum WBL (C13H08)

**This class can substitute for a fourth (4th) math credit*

Level 4 - Work-Based Learning: Welding Career Practicum (C13H43)

AGRICULTURE

PROGRAMS OF STUDY

[Agribusiness](#)

[Agriculture Engineering, Industrial, & Mechanical Systems](#)

[Environmental & Natural Resource Management](#)

[Food Science](#)

[Veterinary & Animal Science](#)

[Elective Courses](#)

Level 1 - Agriscience (C18H19) or Honors Agriscience (C18H19H) is 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.

Grade Level: 9, 10

Credit: 1

EPSO: Local Dual Credit with Middle Tennessee State University, OSHA 10, Tennessee Forest Worker Certification

**This class can substitute for a third (3rd) lab science credit.*

AGRIBUSINESS COURSES & SEQUENCING

Level 1 - Agriscience (C18H19) or Honors Agriscience (C18H19H)

**This class can substitute for a third (3rd) lab science credit.*

Level 2 - Principles of Farm & Agribusiness Management (C18H41) teaches students to apply the economic and business principles involved in the sale and supply of agricultural products to a wide range of careers across the industry and builds the foundational knowledge of finance and marketing principles.

Grade Level: 9, 10, 11, 12

Prerequisite: Agriscience (C18H19)

Credit: 1

**This class can substitute for a 4th level math class.*

Level 3 - Organizational Leadership & Communications (C18H18) or Honors Organizational Leadership & Communications (C18H18H) analyzes the attributes and capabilities of those in leadership positions; to assist students in the development of their communication skills and interpersonal relationships and other related skills. Most jobs are lost or gained because of the leadership and communication ability a person has. Students in this course participate in activities that will assist them in the development of communication and interpersonal skills transferable to any agribusiness application.

Grade Level: 10, 11, 12 Add 10th grade to this

Prerequisite(s): Principles of Agribusiness Management

Credit: 1

EPSO: Local Dual Credit Exam MTSU AGRI 1301 Leadership 3 hour course

Level 4 - Agricultural Business & Finance (C18H11) or Honors Agricultural Business & Finance (C18H11H)

Agricultural business/ finance contains standards that address the economic principles necessary for a successful business. As technology improves the ability to communicate, market and produce must change in order for industries to remain competitive.

Grade Level: 10, 11, 12

Prerequisite(s): Organizational Leadership & Communications

Credit: 1

EPSO: Agribusiness: Fundamentals and Applications Dual Credit Exam (MTSU) Challenge Exam
Elective Focus / Graduation Requirements: This course satisfies the Personal Finance graduation requirement & Economics graduation requirement.

**This class can substitute for Economics & Personal Finance credits*

Level 4 - Work-Based Learning: Agribusiness Career Practicum (C18H61)

AGRICULTURE ENGINEERING, INDUSTRIAL, & MECHANICAL SYSTEMS COURSES & SEQUENCING

Level 1 - Agriscience (C18H19) or Honors Agriscience (C18H19H)

**This class can substitute for a third (3rd) lab science credit.*

Level 2 - Principles of Agricultural Mechanics (C18H12) introduces students to basic skills and knowledge in construction and land management for both rural and urban environments. This course covers topics including project management, basic engine, and motor mechanics, land surveying, irrigation and drainage, agricultural structures, and basic metalworking techniques.

Grade Level: 9, 10, 11,12

Prerequisite: Agriscience (C18H19)

Credit: 1

EPSO: OSHA 10 General Industry Certification

Level 3 - Agriculture Power and Equipment (C18H13) includes basic information and laboratory activities on small engines, tractors, and agricultural equipment maintenance, repair, and overhaul. Standards address competencies for electrical motors, hydraulic systems, and fuel-powered engines.

Grade Level: 10, 11,12

Prerequisite(s): Principles of Agricultural Mechanics

Credit: 1

EPSO: Briggs & Stratton Small Engine Basic Certification / Briggs & Stratton Master Service Technician

Level 4 - Agricultural Fabrication and Biosystems Engineering (C18H42) is an applied course that prepares students for further study or careers in engineering, environmental science, agricultural design and research, and agricultural mechanics. Special emphasis is given to many modern applications or geographical information systems (GIS) and global positioning systems (GPS) to achieve various agricultural goals.

Grade Level: 10, 11,12

Prerequisite(s): Agricultural Power & Equipment

Credit: 1

EPSO: OSHA 30 Industry Certification, NC3 Snap-On Precision Measurements Instruments Certification.

**This class can substitute for a 4th level math class.*

Level 4 - Work-Based Learning: Agricultural Engineering, Industrial, and Mechanical Systems Career Practicum (C18H62)

ENVIRONMENTAL & NATURAL RESOURCE MANAGEMENT COURSES & SEQUENCING

Level 1 - Agriscience (C18H19) or Honors Agriscience (C18H19H)

**This class can substitute for a third (3rd) lab science credit.*

Level 2 - Applied Environmental Science - (C18H25) focuses on the knowledge, information, and skills related to the fundamental science and management of ecosystems as well as careers, leadership, and history of the industry. This course covers principles of environmental impacts, energy consumption, and ecosystem management. Upon completion of this course, proficient students will be prepared for advanced coursework in the Environmental and Natural Resources program of study..

Grade Level: 9, 10, 11,12

Prerequisite: Agriscience (C18H19)

Credit: 1

EPSO: Tennessee Forest Worker Certification

**This class can substitute for a third (3rd) lab science credit.*

Level 3 - Plant & Soil Science - (C18H15) is an applied-knowledge course focusing on the science and management of plants and soils, with special attention given to current agricultural practices that support the healthy and sustainable cultivation of major crops. Upon completion of this course, proficient students will have been exposed to a range of careers associated with the science and management of plants and soils and will have developed the essential skills and knowledge to be successful in science- or agriculture-related occupations.

Grade Level: 10, 11, 12

Prerequisite(s): Applied Environmental Science

Credit: 1

**This class can substitute for a third (3rd) lab science credit.*

Level 4 - Natural Resources Management (C18H28) covers major types of wildlife resources and their management, major types of forest resources and their management, public policy, the role of public education in managing resources, as well as careers as an environmental scientist, conservationist, forester, or wildlife manager.

Grade Level: 10, 11,12

Prerequisite(s): Agriscience

Credit: 1

EPSO: Ducks Unlimited Ecology Conservation & Management Certification

**This class can substitute for a third (3rd) lab science credit.*

[Level 4 - Work-Based Learning:Environmental & Natural Resource Management Career Practicum \(C18H63\)](#)

FOOD SCIENCE COURSES & SEQUENCING

[Level 1 - Agriscience \(C18H19\) or Honors Agriscience \(C18H19H\)](#)

**This class can substitute for a third (3rd) lab science credit.*

Level 2 - Principles of Food Production (C18H29) is an applied course in plant and animal agriculture for students interested in pursuing careers in production agriculture or food science. Students will study principles related to plant and animal structural anatomy, systems physiology, the economics of production, genetics, and biotechnology, and other management approaches associated with plant and animal production.

Grade Level: 9, 10, 11, 12

Prerequisite: Agriscience (C18H19)

Credit: 1

EPSO: OSHA 30 Industry Certification

Level 3 - Food Science & Safety (C18H26) course covers fundamental principles of food science, food safety and sanitation, foodborne pathogens, and food-related standards and regulations. Upon completion of this course, students will be versed in the technical knowledge and skills necessary for further education and careers in food science.

Grade Level: 10, 11, 12

Prerequisite(s): Principle of Food Production

Credit: 1

**This class can substitute for a third (3rd) lab science credit.*

Level 4 - Work-Based Learning: Food Science Career Practicum (C18H64)

VETERINARY & ANIMAL SCIENCE COURSES & SEQUENCING

Level 1 - Agriscience (C18H19) or Honors Agriscience (C18H19H)

**This class can substitute for a third (3rd) lab science credit.*

Level 2 - Small Animal Science Technologies (C18H20) contains objectives for preparing students for careers in managing and caring for specialty and pet animals. This class will focus on such areas as parasite control, safe animal restraint, safety in chemical application, calculating medicine dosages, analyzing the benefit of neutering and spaying, animal rights vs. animal welfare. This course covers the anatomy and physiological systems of different groups of small animals, as well as related small animal science careers.

Grade Level: 9, 10, 11,12

Prerequisite: Agriscience (C18H19)

Credit: 1

Level 3 - Large Animal Science Technologies (C18H27) is an applied course that prepares students for a career in animal management or veterinary sciences. It includes basic knowledge of animal anatomy, nutrition, health, genetics, and animal facilities. Students will explore ways to operate a successful livestock operation.

Grade Level: 10, 11,12

Prerequisite(s): Small Animal Science Technologies

Credit: 1

EPSO: Introduction to Animal and Veterinary Science Dual Credit Challenge Exam through MTSU, Elanco Fundamentals of Animal Science Certification

Level 4 - Honors Veterinary Science Technologies (C18H21H) is an advanced course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers principles of health and disease, basic animal care and nursing, clinical and laboratory procedures, and additional industry-related career and leadership knowledge and skills.

Grade Level: 11,12

Prerequisite(s): Large Animal Science Technologies

Credit: 1

EPSO: Introduction to Animal and Veterinary Science Dual Credit Challenge Exam through MTSU

**This class can substitute for a third (3rd) lab science credit.*

Level 4 - Work-Based Learning: Veterinary and Animal Science Career Practicum (C18H66)

COURSES FOR ELECTIVE CREDIT

Capstone Supervised Agricultural Experience (C18H57) is the delivery model for Work-Based Learning (WBL) in approved AFNR programs. It consists of two levels, Foundational and Immersion. Foundational SAE is career generic and focused on career exploration & planning, personal finance, workplace safety, college & career skills, and general agricultural literacy. Foundational SAE meets CTE Career Exploration and Planning expectations. Immersion SAE will meet WBL Capstone experience requirements for CTE credit and consists of entrepreneurship, internships, research, school-based enterprise, and service learning activities.

Grade Level: 11,12
Prerequisite: Agriscience (C18H19)
Credit: 1 each year, 2 max per student

Equine Science (C18H60) is designed to introduce students to the history and domestication, scientific principles of breeding and husbandry of horses, including production, care, and management of horses.

Grade Level: 10, 11,12
Credit: 1

CIVICS, PUBLIC SERVICE & SAFETY

PROGRAMS OF STUDY

Criminal Justice & Correction Services

CRIMINAL JUSTICE & CORRECTION SERVICES COURSES & SEQUENCING

Level 1 - Criminal Justice I (C30H00) is 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.

Grade: 9, 10

Credit: 1

EPSO: IS-100.C : Introduction to the Incident Command System

Level 2 - Criminal Justice II (C30H01) will offer an in-depth study of criminal investigations and will highlight the training and education needed to compete for jobs within these careers. Current and future investigative techniques, as well as crime scene investigation methods, will be presented and students will have opportunities to participate in mock-trials and mock-crime scenes with criminal justice careers emphasis.

Grade: 9, 10, 11

Prerequisite: Criminal Justice I (C30H00)

Credit: 1

EPSO: Challenge Exam Volunteer State Community College CRMJ 1010, National Basic 9-1-1 Dispatch Certification

Level 3 - Criminal Justice III: Criminal Investigations (C30H02) is the final course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the scientific inquiry to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of this course, proficient students will be able to identify careers in forensic science and criminology, summarize the laws that govern the application of forensic science and draw key connections between the history of the forensic science system and the modern legal system.

Grade: 10, 11, 12

Prerequisite: Criminal Justice I (C30H00) and Criminal Justice II (C30H01)

Credit: 1

EPSO: Challenge Exam Volunteer State Community College CRMJ 1010

Level 3 - Criminal Justice Dual Enrollment I - 2020 Introduction to Corrections (C30H12) /
Criminal Justice Dual Enrollment II - 1010 Introduction to Criminal Justice (C30H13)

Volunteer State Community College - These are a set of courses provided by Volunteer State Community College to challenge students in the Criminal Justice Pathway. Students must meet the criteria below to be considered for the Volunteer State Community College Dual Enrollment Courses.

Successful completion of the first two classes (Criminal Justice I and II) with a B or better.

Unweighted GPA of at least a 3.0.

Recommendations from the criminal justice teacher and a guidance counselor.

No disciplinary infractions.

Grade: 11, 12

Prerequisite: Criminal Justice I (C30H00) and Criminal Justice II (C30H01)

Credit: 1

Level 4 - Criminal Justice Practicum (C30H03) / Honors Criminal Justice Practicum (C30H03H) is a capstone course in the Law Enforcement and Correction Services program of study that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the Law Enforcement and Correction Services program of study. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem-solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Grade: 11, 12

Prerequisite: Criminal Justice I (C30H00), Criminal Justice II (C30H01), Criminal Justice III (C30H02)

Credit: 1

[Level 4 - Work-Based Learning: Criminal Justice and Correction Services Career Practicum \(C30H27\)](#)

DIGITAL TECHNOLOGY

PROGRAMS OF STUDY

[Coding](#)

CODING COURSES & SEQUENCING

Level 1 - Computer Science Foundations (C10H11) 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 appropriate for web publication.

Grades: 9, 10

Credit: 1

**This class can substitute for a fourth (4th) math credit, or third (3rd) lab science credit.*

Level 2 - Coding I (C10H14) is a course intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multi step 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.

Grade: 9, 10, 11

Prerequisite: Algebra I (G02X02, G02H00), Computer Science Foundations (C10H11)

Credit: 1

**This class can substitute for a fourth (4th) math credit, or third (3rd) lab science credit.*

Level 3 - Coding II (C10H15) challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. In so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs.

Grade: 10, 11, 12

Prerequisite: Coding I (C10H14)

Credit: 1

**This class can substitute for a fourth (4th) math credit, or third (3rd) lab science credit.*

Level 4 - Work-Based Learning: Coding Career Practicum (C10H40)

HEALTHCARE & HUMAN SERVICES

PROGRAMS OF STUDY

[Cosmetology](#)

[Sport & Human Performance](#)

COSMETOLOGY COURSES & SEQUENCING

Level 1 - Cosmetology I (C19H12) is the first level of cosmetology, and it prepares students with work-related skills for advancement into the Design Principles of Cosmetology course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry.

Grade: 9, 10

Credit: 1

Level 2 - Cosmetology II (C19H14) is the second level of cosmetology and prepares students for work-related skills and advancement into the Chemistry of Cosmetology course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 600 hours for Manicuring, students are eligible to take the Tennessee Board of Cosmetology manicuring examination for a Tennessee Shampoo Tech / Manicure License. **Students will be required to buy a manikin. Approximate cost \$30-\$35.*

Grade: 9, 10, 11

Prerequisite: Cosmetology I

Credit: 1

Level 3 - Cosmetology III (C19H13) is the advanced level of cosmetology and it prepares students to perform work-related services using chemicals in the cosmetology industry. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee State Board of Cosmetology examination for a Tennessee Cosmetology License. Upon completion and acquisition of 600 hours for Manicuring, students are eligible to take the Tennessee State Board of Cosmetology Manicuring examination for a Tennessee Manicuring License. **Students will be required to buy a manikin. Approximate cost \$30-\$35.*

Grade: 10, 11, 12

Prerequisite: Cosmetology II

Credit: 1

Level 3 - Dual Enrollment Cosmetology III (C19H04) is the advanced level of cosmetology and it prepares students to perform work-related services using chemicals in the cosmetology industry. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee State Board of Cosmetology examination for a Tennessee Cosmetology License. Upon completion and acquisition of 600 hours for Manicuring, students are eligible to take the Tennessee State Board of Cosmetology Manicuring examination for a Tennessee Manicuring License. **Students will be required to buy a manikin. Approximate cost \$30-\$35.*

Grade: 10, 11, 12

Prerequisite: Cosmetology II

Credit: 1

EPSO: Dual Enrollment Course with TCAT

Level 4 Cosmetology IV (C19H21) is the capstone course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding and practical skills in efficient and safe work practices, career and business analysis, advanced hair techniques, and chemical services, and state board theoretical and practical application. Proficient students will have applied the full range of knowledge and skills acquired in this program of study toward experiences in practical applications of cosmetology practices as approved by the instructor. Laboratory facilities and experiences simulate those found in the cosmetology industry.

Grade: 11, 12

Prerequisite: Cosmetology III

Credit: 1-2

EPSO: Tennessee Cosmetologist License 1010

Level 4 - Dual Enrollment Cosmetology IV (C19H23) is the capstone course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding and practical skills in efficient and safe work practices, career and business analysis, advanced hair techniques, and chemical services, and state board theoretical and practical application. Proficient students will have applied the full range of knowledge and skills acquired in this program of study toward experiences in practical applications of cosmetology practices as approved by the instructor. Laboratory facilities and experiences simulate those found in the cosmetology industry.

Grade: 11, 12

Prerequisite: Cosmetology III

Credit: 1-2

EPSO: Tennessee Cosmetologist License 1010, Dual Enrollment Course with TCAT

Level 4 - Work-Based Learning: Cosmetology Career Practicum (C19H35)

SPORT & HUMAN PERFORMANCE COURSES & SEQUENCING

Level 1 - Health Science Education (C14H14)

Level 2/3 - Honors Anatomy & Physiology (C14H09H) / Anatomy & Physiology (C14H09)

Level 2 / 3 - Rehabilitation Careers (C14H08) is designed for students interested in various therapies which include, but not limited to, physical therapy, occupational therapy, or sports medicine/athletic training. Upon successful completion, students will gain skills in ankle taping and other prevention taping, rehab of injuries, nutrition, and personal fitness. Students completing this class can apply to the clinical internship class of their senior year with the completion of A&P.

Grade: 10, 11, 12

Prerequisite: Health Science Education

Credit: 1

EPSO: OSHA-10 Industry Certification

Level 4 - Exercise Science (C14H22) is an applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders. In addition, students have the opportunity to incorporate communication, goal setting, and information collection skills in their coursework in preparation for future success in the workplace.

Grade: 11, 12

Prerequisite: Rehabilitation Careers / Anatomy & Physiology

EPSO: Certified Personal Trainer (CPT) Industry Certification

Level 4 - Work-Based Learning: Sport and Human Performance Career Practicum (C14H47)

MANAGEMENT & ENTREPRENEURSHIP

PROGRAMS OF STUDY

Business Management & Administration

BUSINESS MANAGEMENT & ADMINISTRATION COURSES & SEQUENCING

Level 1 - Introduction to Business and Marketing (C12H26)

Level 2 - Business Communications (C12H16) is designed to develop students' effective oral, written, and electronic communication skills. This course cultivates skills in multiple methods of correspondence, including social media, electronic publishing, design, layout, composition, and conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. Students will use a variety of computer software and hardware tools currently used within the industry, with an emphasis on design and digital communication features to present information.

Grade Level: 10, 11, 12

Prerequisite: Introduction to Business & Marketing or Computer Applications

Credit: 1

Level 3 - Business Management (C12H17) focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business.

Grade Level: 11, 12

Prerequisite: Introduction to Business & Marketing

Credit: 1

**This class can substitute for Personal Finance Credits*

Level 4 - Work-Based Learning: Business Management Career Practicum (C12H61)

COURSES FOR ELECTIVE CREDIT

Business Economics (C12H21) / Honors Business Economics (C12H21H) provides an in-depth study of fundamental concepts, free enterprise trading practices, and the various players in the economic system. Topics include the production, marketing, and distribution of goods and services, as well as the roles of financial institutions, the government, and the individual within the free enterprise system. Students will explore various careers related to the economy. International trade and economics have become an integral part of Business Economics.

Grade Level: 11, 12

Credit: ½

**This class can substitute for an Economics credit.*

American Business & Legal Systems (C12H20) / Honors American Business & Legal Systems (C12H20H) provides students with an understanding of the legal framework in which American business functions. The students will evaluate the influence of the free enterprise system in a democratic society on daily decisions. Students will analyze the alliance between capitalism and democracy and be better prepared to influence future decisions in the public and private sectors of the United States of America.

Grade Level: 11, 12

Credit: ½

**This class can substitute for a U.S. Government & Civics Credit*

SUPPLY CHAIN & TRANSPORTATION

PROGRAMS OF STUDY

[Aviation Flight](#)

AVIATION FLIGHT COURSES & SEQUENCING

Level 1 - Introduction to Aerospace (C20H15) is a comprehensive foundational course for students interested in pursuing careers in aviation. This course covers the basic principles governing flight and the regulation of flight that every aviation professional must know regardless of his or her occupation—as a pilot or an engineer, a salesperson or a specialist, a mechanic or a statistician. In addition to acquiring foundational knowledge of safety procedures and industry regulations, students will also gain essential understanding of aircraft structures, the flight environment, basic procedures, and navigation. Upon completion of this course, proficient students will be prepared for further study in advanced Aviation Flight and/or Aviation Maintenance courses.

Grade: 11, 12
Credit: 1

Level 2 - Aviation I: Principles of Flight (C20H16) is a comprehensive foundational course for students interested in pursuing careers in aviation. This course covers the basic principles governing flight and the regulation of flight that every aviation professional must know regardless of his or her occupation—as a pilot or an engineer, a salesperson or a specialist, a mechanic or a statistician. In addition to acquiring foundational knowledge of safety procedures and industry regulations, students will also gain essential understanding of aircraft structures, the flight environment, basic procedures, and navigation. Upon completion of this course, proficient students will be prepared for further study in advanced Aviation Flight and/or Aviation Maintenance courses.

Grade: 11, 12
Prerequisite: Introduction to Aerospace
Credit: 1

Level 3- Aviation 2: Advanced Flight (C20H18) is the capstone course in the Aviation Flight program of study intended to prepare students for careers in aviation. While continuing to build upon the knowledge, skills, and competencies acquired in Introduction to Aerospace and Aviation I, students in Aviation II will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) Private Pilot written exam. This course goes beyond the mastery of procedures under normal conditions learned in Aviation I: Principles of Flight and introduces students to the troubleshooting and diagnostic techniques used by pilots and other aircraft personnel to assess and correct for malfunctions, make adjustments in hazardous weather conditions, and perform other crucial emergency procedures. Continued emphasis is placed on maintaining the safety of flight and developing sound judgment (“judgment training”) throughout these conditions.

Grade: 11, 12
Prerequisite: Aviation I
Credit: 1
EPSO: Private Pilot Knowledge Exam

Level 4- Unmanned Aircraft Systems Pilot (C20H29) is a course intended to prepare students for positions as commercial drone pilots for small Unmanned Aircraft Systems (sUAS). The course teaches students the knowledge and skills needed to successfully pilot sUAS (less than 55 lbs.). Students in Unmanned Aircraft Systems Pilot will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) Remote Pilot Certification (Part 107) written exam also called the aeronautical knowledge exam. The course places an emphasis on applicable regulations, operating requirements, weather impacts, charts, aeronautical decision-making, and safety.

Grade: 11, 12
Prerequisite: Aviation II
Credit: 1
EPSO: Private Pilot Knowledge Exam

Level 4 - Work-Based Learning: Aviation Flight Career Practicum (C20H36)

GENERAL EDUCATION COURSES

This section of the Program of Studies for 2024-2025 is divided by subject area and includes the course name, course code, course description, credit value, appropriate grade level, and any prerequisites for each course approved for high schools to offer by Wilson County Schools and the Tennessee Department of Education.

This is designed to help students request the most rigorous courses for which they are capable in order to fulfill their graduation requirements and prepare for their post-secondary goals.

Not all high schools will offer all courses. Students should, therefore, work with their school counselors, teachers, administrators, and parents to determine what school offerings best meet their individual goals.

Please click on the following link to review the courses offered in each subject area:

[Mathematics](#)
[English](#)
[Science](#)
[Social Studies](#)
[Physical Education](#)
[World Language](#)
[Fine Arts](#)
[Other Approved Courses](#)

MATHEMATICS

MATHEMATICS GRADUATION REQUIREMENTS

Students must be enrolled in a mathematics course in at least 3 years of high school, and students pursuing a regular diploma must earn credits in Algebra I, Geometry, Algebra II, and a fourth higher level math course.*

*Students with qualifying disabilities as documented in the IEP are required to complete Algebra I and Geometry to earn a regular high school diploma. Students must be enrolled in a math class for each year of high school for four consecutive years.

*Many postsecondary institutions require the completion of Algebra II for admissions. Please check with the postsecondary institutions in which you would like to enroll to ensure you meet all necessary math requirements for admission.

[*Fourth Credit Math Approved Substitutions](#)

RECOMMENDED MATH SEQUENCING

Pathway 1

- 7th Grade: 7th Grade Math
- 8th Grade: 8th Grade Math
- 9th Grade: Algebra I / Algebra I Honors
- 10th Grade: Geometry / Geometry Honors
- 11th Grade: Algebra II / Algebra II Honors
- 12th Grade: Statistics or SDC Statistics / Mathematical Reasoning for Decision Making / 4th Math Substitution

Pathway 2

- 7th Grade: 7th Grade Math
- 8th Grade: Algebra I
- 9th Grade: Geometry / Geometry Honors
- 10th Grade: Algebra II / Algebra II Honors
- 11th Grade: Honors Pre-Calculus or SDC Pre-Calculus / AP Pre-Calculus
- 12th Grade: AP Statistics* / AP Calculus AB / AP Calculus BC / SDC Statistics / 4th Math Substitution

Pathway 3

- 7th Grade: Algebra I
- 8th Grade: Geometry / Geometry Honors
- 9th Grade: Algebra II / Algebra II Honors
- 10th Grade: Honors Pre-Calculus / AP Pre-Calculus

- 11th Grade: AP Pre-Calculus / AP Calculus AB / AP Calculus BC / AP Statistics*
- 12th Grade: AP Calculus AB / AP Calculus BC / AP Statistics / SDC Statistics / 4th Math Substitution

Important Sequencing Notes

- Geometry Note: Students who take Geometry Honors (typically in Pathway 1 or 2, or 8th grade in Pathway 3) *may concurrently take Algebra II or Algebra II Honors with Geometry Honors.*
- AP Statistics* Note: The AP Statistics course indicated by an asterisk is *Concurrent with Honors Calculus or Honors Pre-Calculus with principal approval.*

MATHEMATICS COURSES & DESCRIPTIONS

Algebra IA and Algebra IB (G02H03/ G02H04) is a two-year, two-course sequence designed for students with exceptionalities in mathematics as documented in the student's IEP. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement of Algebra I. Students in the first year will learn to integrate introductory algebra skills. In the second year, students will spend more time developing intermediate algebraic thinking and problem solving skills to apply to real world situations.

Grade Level: 9, 10, 11, 12

Prerequisite: Mathematics Exceptionality

Credit: 1 credits for each course

Algebra 1 Extended Part 1 and Part 2 (G02H01/G02H02) is a two-course sequence designed for students to have extended pacing in mathematics. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement of Algebra I. Students in the first semester (Part 1) will learn introductory algebra skills. In the second semester (Part 2), students will spend more time developing intermediate algebraic thinking and problem-solving skills to apply to real world situations.

Grade Level: 9, 10, 11, 12

Credit: 1 credit for each course (Part I is the elective credit; Part II is the required math credit.)

Algebra I (G02H00) 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.

Grade Level: 9, 10, 11, 12

Credit: 1

Honors Algebra I (G02H00H) 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.

Grade Level: 9, 10, 11, 12

Credit: 1

Geometry (G02H11) is a survey of the fundamental and advanced concepts of plane geometry and the related topics in three-dimensional, coordinate and transformational geometry. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle

grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout this course and, together with the content standards, allow students to experience mathematics as a coherent, useful, and logical subject that capitalizes on their ability to make sense of problem situations.

Grade Level: 9, 10, 11, 12

Prerequisite: Algebra I

Credit: 1

Honors Geometry (G02H11H) 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.

Grade Level: 9, 10, 11, 12

Prerequisite: Algebra I

Credit: 1

Algebra II Extended Part 1 & Part 2 (G02H06/G02H07) is a two-term sequence designed for students who complete Geometry and are not ready for a semester Algebra II course. These courses will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirement. The first term is an elective credit and time is spent integrating Algebra I and introductory Algebra II skills. More time is devoted to skill development than is possible in the one-term Algebra II class.

Grade Level: 9, 10, 11, 12

Prerequisite: Algebra I

Credit: 1 credit for each course

Algebra II (G02H05) further expands a student's understanding of functions and function types developed in Algebra I. In particular, cubic, exponential, inverse, logarithmic, piecewise, and radical functions are studied. Students explore techniques for representing and solving systems of equations, including graphically, algebraically, and through the use of matrices. In addition, Algebra II includes a more in-depth focus on using statistics to understand data and make decisions. Throughout the course, students explore the structures of and interpret functions and other mathematical models. Algebra II topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways; i.e., graphically, numerically, and algebraically. Modeling and real-world problems are introduced throughout the course with standards written to encourage the use of math to answer problems students will encounter in life.

Grade Level: 9, 10, 11, 12

Prerequisite: Algebra I

Credit: 1

Honors Algebra II (G02H05H) 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.

Grade Level: 9, 10, 11, 12

Prerequisite: Algebra I

Credit: 1

Mathematical Reasoning for Decision Making (G02H97) Applications and modeling using mathematics are the primary focuses of this course. Throughout the course, students explore mathematical content in the context of applications to the real-world. Topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways to encourage the use of math to answer problems students will encounter in life. This course is best intended for students who are planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation.

Grade Level: 11, 12

Prerequisite: Algebra I, Geometry, Algebra II

Credit: 1

Honors Pre-Calculus (G02H23H) combines topics from areas of higher mathematics, including trigonometry, complex numbers, and analytical geometry, sequences and series, probability, exponential and logarithmic functions, graphs, and vectors. Students who successfully complete this sequence will have a strong background for the first-year Calculus sequence. Students must successfully meet district and teacher expectations in the completion of honors criteria each quarter. 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.

Grade Level: 10, 11, 12

Prerequisite: Algebra I, Geometry, Algebra II

Credit: 1

AP Pre-Calculus (G02H96) explores everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. The scope of the course follows the topics listed in the College Board Advanced Placement Mathematics Course Description. Successful completion of this course will prepare students to take the AP exam with the possibility of earning college credit.

Grade Level: 10, 11, 12

Prerequisite: Algebra I, Geometry, Algebra II

Credit: 1

AP Calculus AB (G02H24) is devoted to topics in differential and integral calculus. The scope of the course follows the topics listed in the College Board Advanced Placement Mathematics Course Description. Successful completion of this course will prepare students to take the AP exam with the possibility of earning college credit.

Grade Level: 11, 12

Prerequisite: Algebra I, Geometry, Algebra II, Pre-Calculus

Credit: 1

*This course qualifies as an EPSO if students complete the course and attempt the exam.

Statistics (G02H37) introduces students to the basic concepts of both descriptive and inferential statistics. Topics include collecting, displaying, interpreting, and analyzing data; surveys and experimental design; drawing conclusions about a population from a sample and predicting with data. Students must have a good understanding of equation solving and be comfortable working with functions and their graphs.

Grade Level: 11, 12

Prerequisite: Algebra I, Geometry, Algebra II

Credit: 1

Statewide Dual Credit Introduction to Probability and Statistics (G02H75) is a college-level course in which students will learn about sampling methods, representation of data, measure of center and variation, probability and statistics, distribution, sample sizes and confidence intervals, and more. See Learning Objectives for further details. At the end of this course, students will take a challenge exam, and

if they make a passing score in the challenge exam, students will earn college credit at any of Tennessee's public colleges and universities.

**Beginning in the fall of 2027, all Statewide dual credit courses will be fully discontinued by the TN Department of Education.*

Grade Level: 11, 12

Prerequisite: Algebra I, Geometry, Algebra II

Credit: 1

*This course qualifies as an EPSO if students complete the course and attempt the exam.

ENGLISH LANGUAGE ARTS

English Language Arts Graduation Requirement

Students must earn four credits of English Language Arts

English I,

English II,

English III, and

English IV

*Some Advanced Placement and Dual Enrollment courses can fulfill English III and English IV requirements: AP English Language & Composition, AP English Literature & Composition, AP Research, AP Seminar, Dual Enrollment English Program

[*English II or English IV Approved Substitutions](#)

ENGLISH LANGUAGE ARTS COURSES & DESCRIPTIONS

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.

Grade Level: 9

Credit: 1

Honors English I (G01H09H) students have demonstrated 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.

Grade Level: 9

Credit: 1

English Language Arts Intervention (G01H19) course is designed to improve students' decoding, fluency, vocabulary, reading comprehension, and writing skills through individualized learning pathways. Students may qualify for this course based on achievement data, universal screening results, and/or reading fluency or writing test results. Students required to take this course may earn an elective credit.

Grade Level: 9, 10, 11

Credit: 1

Maximum Credits Allowed: 3

English II (G01H10) addresses four strands of literacy: Reading, both literary and informational texts; Writing, including research; Listening and Speaking; and Language. Students complete a survey of World Literature, including 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 while using increasingly sophisticated structures. 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.

Grade Level: 10

Prerequisite: English I

Credit: 1

Honors English II (G01H10H) students have successfully completed English I Honors or demonstrated above grade level skills in reading and writing and an ability to work independently and collaboratively. As in English II, students read a variety of increasingly complex texts and write in a variety of 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. Students are expected to demonstrate mastery of grammar and language mechanics in both writing and speaking by the end of the year.

Grade Level: 10

Prerequisite: English I

Credit: 1

English III (G01H11) continues to develop skills in the four strands of Reading, Writing, Listening and Speaking, and Language through a survey of American Literature. Students are expected to read and analyze complex expository works of literary nonfiction, as well as a wide spectrum of various genres of American literature, in order to produce ample evidence to support inferences. Students will determine themes across multiple texts and express their thinking in writing and speaking supported by ample and relevant evidence from the texts. Writing will emphasize analysis of text, including research with appropriate citations. Writing will also focus on revising for specific purposes and audiences and editing to demonstrate command of language and mechanics.

Grade Level: 11

Prerequisite: English I and II

Credit: 1

Honors English III (G01H11H) students have successfully completed English II Honors or have demonstrated above grade level skills in reading and writing and an ability to work independently and collaboratively. In English III, students perform a variety of complex reading tasks focused on recurrent themes in American literature and foundational works of American political philosophy. Analytical writing (both argument/opinion and informative/explanatory) accounts for 80% of the students' writing. Students will become skillful in developing claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. Students are expected to demonstrate command of language in various writing and speaking contexts and tasks.

Grade Level: 11

Prerequisite: English I and II

Credit: 1

AP Language and Composition (G01H17) emphasizes critical reading, analysis, research, and composition. Students are expected to analyze a wide variety of complex prose from a variety of time periods, disciplines, and rhetorical contexts. Writing assignments emphasize development of critical analysis based on text and incorporating evidence from research. Extensive outside reading and writing is required. This is a college-level course approved by the Advanced Placement College Board. Reading selections may have mature and controversial themes. Students will develop the cognitive and communicative skills to do well on the AP English Language and Composition Examination in May.

Grade Level: 11 or 12
Prerequisite: English I and II
Credit: 1

*This course qualifies as an EPSO if students complete the course and attempt the exam.

English IV (G01H13) continues to develop and refine skills in Reading, Writing, Listening and Speaking, and Language through a survey of British Literature. Students are expected to read and analyze complex expository works of literary nonfiction, as well as a wide spectrum of various genres of British literature, in order to produce ample evidence to support inferences. Students will determine themes across multiple texts and express their thinking in writing and speaking supported by ample and relevant evidence from the texts. Writing will emphasize analysis of text, including research with appropriate citations. Writing will focus on developing increasingly sophisticated structures, blending modes of narrative, informative/explanatory, and argument/opinion, revising for specific purposes and audiences, and editing to demonstrate command of language and mechanics.

Grade Level: 12
Prerequisite: English I, II, III
Credit: 1

AP Literature and Composition (G01H18) is a rigorous college-level course in which students complete a survey of world literature. Students must write extensively well-developed compositions in all modes, especially literary analysis to evaluate structure and tone of pieces of text representing a variety of literary genres. Reading selections deal with mature themes. In addition to extended reading, students also complete an in-depth literary analysis incorporating MLA documentation. Students also regularly practice timed Advanced Placement writing prompts in preparation for the AP English Literature and Composition Examination in May.

Grade Level: 12
Prerequisite: English I, II, III
Credit: 1

*This course qualifies as an EPSO if students complete the course and attempt the exam.

Bible (G01H25) students will acquire an understanding and appreciation of the Bible's major ideas, historical/geographical contexts, and literary forms. The course will include the study of the Bible in its historical, sociological, and cultural contexts, and its impact on later cultures, societies, and religions.

Grade Level: 11, 12
Minimum Credit: 0.5
Maximum Credit: 1

English Language Development 09 (G22H00) Fulfills English as a Second Language (ESL) service time. Designed for speakers of other languages and provided pursuant to an ILP by a teacher with an ESL endorsement to teach EL students. Focuses on the four domains of language; reading, writing, listening, and speaking. *NOTE: Two (2) credits in ELD may substitute for two (2) of the four (4) credits in English which are required for graduation. This course may substitute for one of the two (2) credits.

Grade Level: 9
Credit: 1

English Language Development 10 (G22H01) Fulfills English as a Second Language (ESL) service time. Designed for speakers of other languages and provided pursuant to an ILP by a teacher with an ESL endorsement to teach EL students. Focuses on the four domains of language; reading, writing, listening, and speaking. *NOTE: Two (2) credits in ELD may substitute for two (2) of the four (4) credits in English which are required for graduation. This course may substitute for one of the two (2) credits.

Grade Level: 10
Credit: 1

English Language Development 11(G22H02) Fulfills English as a Second Language (ESL) service time. Designed for speakers of other languages and provided pursuant to an ILP by a teacher with an ESL endorsement to teach EL students. Focuses on the four domains of language; reading, writing,

listening, and speaking. *NOTE: Two (2) credits in ELD may substitute for two (2) of the four (4) credits in English which are required for graduation. This course may substitute for one of the two (2) credits.

Grade Level: 11

Credit: 1

English Language Development 12 (G22H03) Fulfills English as a Second Language (ESL) service time. Designed for speakers of other languages and provided pursuant to an ILP by a teacher with an ESL endorsement to teach EL students. Focuses on the four domains of language; reading, writing, listening, and speaking. *NOTE: Two (2) credits in ELD may substitute for two (2) of the four (4) credits in English which are required for graduation. This course may substitute for one of the two (2) credits.

Grade Level: 12

Credit: 1

ESL 9-12 (G22H04)

This English Language Development course is for students who have a proficiency of 3.5 or higher on language proficiency assessment and who are enrolled in English with ESL supports.

Grade Level: 9,10,11,12

Credit: 0

ENGLISH LANGUAGE ARTS ELECTIVES

Note: These courses can count as electives towards a student's Humanities and Fine Arts elective focus area.

Creative Writing (G01H16) is a nine weeks course designed to expand the students' writing skills, logical thought processes, and original thinking as they explore different modes of writing. Students are expected to grow in their ability to think innovatively and logically and to express themselves effectively. Assignments include both individual and collaborative writing, and students are expected to share their work within the classroom community.

Grade Level: 9, 10, 11, 12

Prerequisite: English I

Minimum Credit: .5

Maximum Credit: 1

Preparing for ACT, Postsecondary, & Career (G25H00) reviews skills and competencies required for success on the sections of the ACT. They will become familiar with the format and scoring of the ACT, learn test-taking skills, and receive individualized instruction, enabling them to demonstrate their knowledge on the ACT.

Grade Level: 9, 10, 11, 12

Minimum Credit: .5

Maximum Credit: 1

Journalism I Y/N (G01H15) supports the production of the school newspaper/yearbook. The class functions as a class and laboratory in which students learn and practice skills in writing, photography, graphic design, desktop publishing, selling and designing advertisements and marketing the newspaper/yearbook. Students in Journalism I support the production of the school newspaper/yearbook. They write and publish school newspaper/yearbook articles, take and crop photographs, create original graphics, and develop and balance the printing budget. This course is considered an elective course.

Grade Level: 9, 10, 11, 12

Prerequisite: English I

Minimum Credit: 1

Maximum Credits Allowed: 2

Journalism II Y/N (G01H02) supports the production of the school newspaper/yearbook. The class functions as an advanced class and laboratory in which students learn and practice advanced skills in writing, photography, graphic design, desktop publishing, selling and designing advertisements and marketing the newspaper/yearbook. Students in Journalism II support the production of the school newspaper/yearbook. They write and publish school newspaper/yearbook articles, take and crop photographs, create original graphics, and develop and balance the printing budget. This course is considered an elective course.

Grade Level: 10, 11, 12

Prerequisite: English I

Minimum Credit: 1

Maximum Credits Allowed: 2

Journalism III Y/N (G01H03) supports the production of the school newspaper/yearbook. The class functions as an advanced class and laboratory in which students learn and practice advanced skills in writing, photography, graphic design, desktop publishing, selling and designing advertisements and marketing the newspaper/yearbook. Students in Journalism III support the production of the school newspaper/yearbook. They write and publish school newspaper/yearbook articles, take and crop photographs, create original graphics, and develop and balance the printing budget. This course is considered an elective course.

Grade Level: 11, 12

Prerequisite: English I

Minimum Credit: 1

Maximum Credits Allowed: 2

Journalism IV Y/N (G01H04) supports the production of the school newspaper/yearbook. The class functions as an advanced class and laboratory in which students learn and practice advanced skills in writing, photography, graphic design, desktop publishing, selling and designing advertisements and marketing the newspaper/yearbook. Students in Journalism IV support the production of the school newspaper/yearbook. They write and publish school newspaper/yearbook articles, take and crop photographs, create original graphics, and develop and balance the printing budget. This course is considered an elective course.

Grade Level: 11, 12

Prerequisite: English I

Minimum Credit: 1

Maximum Credits Allowed: 2

SCIENCE

SCIENCE GRADUATION REQUIREMENT

Students must earn three (3) credits in science courses: Biology, Chemistry or Physics, and one additional lab science. If Physics is used as a fourth year of math, it cannot count as a science credit for graduation purposes.

RECOMMENDED SCIENCE SEQUENCING

9th Grade- Environmental Science or H. Biology 1 or Agriscience

10th Grade- Biology, Physical Science, or Chemistry or Physics

11th Grade- Chemistry or Physics or 3rd Lab Science

12th Grade- 4th Lab Science (recommended but not required)

*Graduation Requirement Course Substitutions - Several courses are approved as graduation substitutions and have been reviewed to determine sufficiently rigorous content to count toward one of the required courses. See Graduation Requirements for more information.

[*Third Lab Science Approved Substitutions](#)

***Students with qualifying disabilities as documented in the IEP are required to complete Biology and two other lab sciences**. Many colleges or universities may require Chemistry or Physics for admission. Please check with colleges of interest to verify admissions requirements.*

SCIENCE COURSES & DESCRIPTIONS

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.

Grade Level: 9

Credit: 1

Biology I (G03H03) 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.

Grade Level: 9, 10

Credit: 1

Honors Biology I (G03H03H) 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 towards the student's semester grade.

Grade Level: 9, 10

Credit: 1

AP Biology (G03H10) is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. Students study the evolution of living systems from molecular, cellular, organismal, and population levels. Specific topics include biochemistry, structure and function of organelles and cells, energy transformation in photosynthesis and respiration, the development of the chromosomal theory of inheritance, the regulation of the prokaryotic and eukaryotic genomes, biotechnology and society and mechanisms of evolution. It will prepare students to think critically about the rapidly changing field of biology. The laboratory component is equivalent to a typical college course. Students should be academically motivated with a great desire to learn the sciences. Extended time is required (before or after school, during intervention/enrichment, etc.) as per College Board. This rigorous course is intended for students who plan on entering biology fields and/or pre-medicine. Students will be preparing to take the College Board AP exam in May for the chance of earning college credit. Students should have strong knowledge of biology and chemistry concepts. We recommend students complete Biology I and Chemistry I prior to enrolling in the course.

Grade Level: 10, 11, 12

Prerequisite: Biology, Algebra 1, and Chemistry (concurrent and teacher approval)

Credit: 1

*This course counts as an EPSO if students successfully complete the course and attempt the exam.

Chemistry I (G03H12) is a course that explores the properties of substances and the changes that substances undergo. Topics concentrate on three main areas: qualitative laboratory experiments; general problem-solving techniques; and the Atomic Theory of Matter. Students gain an understanding of nomenclature, processes in terms of molecules, and laboratory techniques. Students will investigate atomic structure, properties of matter and energy, interactions of matter, properties of solutions, and acids

and bases. This course will be taught with an emphasis on hands-on laboratory investigations and integration of technology as much as possible. The course also emphasizes problem-solving and uses many algebraic math skills.

Grade Level: 10, 11, 12

Prerequisite: Algebra I

Credit: 1

Honors Chemistry I (G03H12H) is a more in depth, faster paced course that explores the properties of substances and the changes that substances undergo. Topics concentrate on three main areas: qualitative laboratory experiments; general problem-solving techniques; and the Atomic Theory of Matter. Students gain an understanding of nomenclature, processes in terms of molecules, and laboratory techniques. Students will investigate atomic structure, properties of matter and energy, interactions of matter, properties of solutions, and acids and bases. This course will be taught with an emphasis on hands-on laboratory investigations and integration of technology to prepare students for possibly taking an Advanced Placement or dual enrollment science course. The course also emphasizes problem-solving and uses many algebraic math skills.

Grade Level: 10, 11, 12

Prerequisite: Algebra I

Credit: 1

AP Chemistry (G03H16) is designed to be the equivalent of the general college-level chemistry course, usually taken during a student's first college year. It is designed to be taken by students after successful completion of Chemistry and Algebra II; however, Algebra II may be taken concurrently with permission by a school administrator. Chemistry AP provides students with a general understanding of the structure of matter and its interactions. Specific topics covered are atomic theory, stoichiometry, thermochemistry, the electronic structure of atoms, gas laws, ionic reactions, reactions rates, chemical equilibria, introductory thermodynamics and electrochemistry. The laboratory component is equivalent to a typical college course. Students should be academically motivated with a great desire to learn the sciences. Extended time may be required (before or after school, during intervention/enrichment time, etc.) as per College Board. Students will be preparing to take the College Board AP exam in May for the chance of earning college credit.

Grade Level: 11, 12

Prerequisite: Algebra I, Algebra II, (concurrent enrollment), Chemistry (or staff approval)

Credit: 1

**This course counts as an EPSO if students successfully complete the course and attempt the exam.*

Computer Science (G10H06) is a course intended to promote computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer science principles help students develop programming expertise and explore the workings of the internet.

Grade: 9, 10, 11, 12

Credit: 1

**This class can substitute for a fourth (4th) math credit, or third (3rd) lab science credit.*

Honors Human Anatomy and Physiology (G03H31H) is an advanced study of human anatomy and physiology including numerous lab dissections, microscopic techniques and exercises using various types of lab equipment. Students will investigate anatomical orientation, and systems related to the following themes: protection, support and movement, integration and regulation, transportation, absorption and excretion, and reproduction, growth and development. This course is designed for students interested in health and medical careers. Dissection is required. This course covers the elements of Anatomy and Physiology with additional open-ended investigations, outside reading, and opportunities for critical analysis and application. At the end of this course students may elect to take a challenge exam with MTSU to earn college credit upon enrollment at MTSU.

Grade Level: 10, 11, 12

Prerequisite: Biology

Credit: 1

SOCIAL STUDIES

SOCIAL STUDIES GRADUATION REQUIREMENTS

1 credit World History & Geography

WORLD HISTORY & GEOGRAPHY APPROVED SUBSTITUTIONS

1 credit American History

AMERICAN HISTORY APPROVED SUBSTITUTIONS

0.5 credit U.S. Government

[*U.S. Government & Civics Approved Substitutions](#)

0.5 credit Economics

[*Economics Approved Substitutions](#)

0.5 Personal Finance

[*Personal Finance Approved Substitutions](#)

SOCIAL STUDIES COURSES & DESCRIPTIONS

World History and Geography (G04H10) 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.

Grade Level: 9, 10, 11, 12

Credit: 1

Honors World History and Geography (G04H10H) 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.

Grade Level: 9, 10, 11, 12

Credit: 1

AP World History (G04H29) students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. College Course Equivalent AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history. Prerequisites There are no prerequisites for AP World History: Modern. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Grade Level: 10, 11, 12

Credit: 1

**This course may substitute for World History and Geography.*

AP European History (G04H22) students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. College Course Equivalent AP European History is designed to be the equivalent of an introductory college or university survey of modern European history. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Grade Level: 10, 11, 12

Credit: 1

**This course qualifies as an EPSO if students complete the course and attempt the exam.*

Statewide Dual Credit American History (G04HB3) Students will examine the causes and consequences of the Industrial Revolution and the United States' growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to our nation's entry into World War II, as well as the consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes that have shaped the modern-day U.S. resulting from the Civil Rights Movement, Cold War, and recent events and trends. Additionally, students will learn about the causes and consequences of contemporary issues impacting the world today. Students will continue to use skills for historical and geographical analysis as they examine U.S. history after Reconstruction, with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of U.S. history. The reading of primary source documents is a key feature of the American History course. Specific primary sources have been embedded within the standards for depth and clarity. Finally, students will focus on current human and physical geographic issues important in the contemporary U.S. and global society. 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.

**Beginning in the fall of 2027, all Statewide dual credit courses will be fully discontinued by the TN Department of Education.*

Grade Level: 11, 12

Prerequisite: Grade 11 or 12, English 1, English 2, World History or AP Human Geography

Credit: 1

AP U.S. History (G04H21) students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. College Course Equivalent AP U.S. History is equivalent to a two-semester introductory college course in U.S. history. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Grade Level: 11, 12

Prerequisite: World History or AP Human Geography

Credit: 1

**This course can substitute for United States History and Geography.*

United States Government and Civics (G04H12) students will study the purposes, principles, and practices of American government as established by the United States Constitution. Students will learn the structure and processes of the government of the state of Tennessee and local governments. Students will recognize their rights and responsibilities as citizens as well as how to exercise these rights and responsibilities at the local, state, and national levels

Grade Level: 11,12

Prerequisite: U.S. History

Credit: 0.5

Economics (G04H13) examines the allocation of scarce resources and considers the economic reasoning used by consumers, producers, savers, investors, workers, and voters. Students will explore the concepts of scarcity, supply and demand, market structures, national economic performance, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine key economic philosophies and economists who have and continue to influence economic decision-making.

Grade Level: 11, 12

Prerequisite: U.S. History

Credit: 0.5

Personal Finance (G04H36)- Local Dual Credit is a foundational course designed to inform students how individual choices directly influence occupational goals, future earning potential, and long term financial well-being. The standards in this course covers decision-making skills related to goal setting, producing income, budgeting, saving, borrowing, managing risk, and investing. The course helps students meet the growing complexities of personal financial management and consumer decision making. Upon completion of this course, proficient students will understand how their decisions will impact their future financial well-being. Students have the opportunity to take a challenge exam at the end of this course to earn 3 college hours upon enrollment at Cumberland University. There is a testing fee for this opportunity.

Grade Level: 10, 11, 12

Credit: 0.5

**This course qualifies as an EPSO if students complete the course and pass the local dual credit challenge exam via Cumberland University.*

SOCIAL STUDIES ELECTIVES

African American History (G04H23Q) students will examine the life and contributions of African Americans from the early 1600s through the contemporary United States. Students will explore the influence of geography on slavery and the growth of slavery in the U.S. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise of Jim Crow and the subsequent effects of the laws and trace the impact of African American migration through the early 20th century. Students will explore the impact of the Harlem Renaissance as well as the contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans.

Grade Level: 9, 10, 11, 12

Minimum Credit: 0.5

Maximum Credit: 1

Contemporary Issues (G04H17Q) students will use inquiry skills to examine the issues that impact the contemporary world. Students will analyze the historical, cultural, economic, and geographic factors that have elevated certain issues to levels of concern in the United States and around the globe. Students will engage in research and problem solving in order to better understand and assess significant current issues.

Grade Level: 9, 10, 11, 12
Minimum Credit: 0.5
Maximum Credit: 1

Psychology (G04H15Q) students will study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students will also examine the structure and function of the nervous system in humans, the processes of sensation and perception, lifespan development, and memory, including encoding, storage, and the retrieval of memory. Students will look at perspectives of abnormal behavior and categories of psychological disorders, including treatment thereof. Students will elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels. Students will examine social and cultural diversity as well as diversity among individuals. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology

Grade Level: 10, 11, 12
Minimum Credit: 0.5
Maximum Credit: 1

Sociology (G04H14) students will explore the ways sociologists view society and how they study the social world. Students will examine culture, socialization, deviance, and the structure and impact of institutions and organizations as well as selected social problems and how change impacts individuals and societies.

Grade Level: 9, 10, 11, 12
Minimum Credit: 0.5
Maximum Credit: 1

PHYSICAL EDUCATION

PHYSICAL EDUCATION GRADUATION REQUIREMENTS

Students must complete 1.0 credit in Lifetime Wellness and 0.5 credit in an elective physical education course. A student may earn no more than a total of 8 P.E./Wellness credits.

The 0.5 Physical Education requirement may be met by substituting a documented and equivalent time of physical activity in marching band, JROTC, cheerleading, dance team, or TSSAA interscholastic athletics.

[Lifetime Wellness Approved Substitutions](#)

[Physical Education Approved Substitutions](#)

PHYSICAL EDUCATION COURSES & DESCRIPTIONS

Lifetime Wellness (G08H02) 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.

Grade Level: 9, 10, 11, 12
Credit: 1

*This course qualifies as an EPSO upon successful completion of the course and attempt of the Local Dual Credit exam.

Physical Education I (G08H00Q) is designed to introduce the students to the fundamentals of specific individual and team sports which include skills, rules, and game strategy. There will also be non-competitive educational gymnastics, dance, weightlifting, aerobic, and anaerobic training.

Grade Level: 9, 10, 11, 12

Credit: .5

Physical Education II (G08H01) expects students to attain a proficient level in specific individual and team sports which will include skills, rules, and game strategy. There will also be non-competitive educational dance, weightlifting, aerobic, and anaerobic training.

Grade Level: 9, 10, 11, 12

Credit: 1

Physical Education II WI (G08H01W1) includes intense weight training at a high tempo that will progressively increase in difficulty. Included in this class will be power training exercises, stretching, calisthenics, running for speed development, stations to develop quickness, and plyometric skills. Proper techniques and safety will be emphasized to prevent injuries. The course will also teach the location and movement provided by the major muscle groups.

Grade Level: 9, 10, 11, 12

Credit: 1

Physical Education II WII (G08H01W2) includes intense weight training at a high tempo that will progressively increase in difficulty. Included in this class will be power training exercises, stretching, calisthenics, running for speed development, stations to develop quickness, and plyometrics. Proper techniques and safety will be emphasized to prevent injuries. The course will also teach the location and movement provided by the major muscle groups.

Grade Level: 9, 10, 11, 12

Credit: 1

Physical Education II WIII (G08H01W3) includes intense weight training at a high tempo that will progressively increase in difficulty. Included in this class will be power training exercises, stretching, calisthenics, running for speed development, stations to develop quickness, and plyometrics. Proper techniques and safety will be emphasized to prevent injuries. The course will also teach the location and movement provided by the major muscle groups.

Grade Level: 9, 10, 11, 12

Credit: 1

WORLD LANGUAGE

WORLD LANGUAGE GRADUATION REQUIREMENT

Students must complete two credits of the same world language.

In certain *extraordinary* circumstances the student may seek approval to have his/her world language requirement waived for him/her to *expand and enhance* his/her chosen elective focus. Students must complete and submit the [World Language Waiver](#) request for approval.

*Many colleges and universities have admissions requirements of two world language credits in the same world language. Please research the admissions requirements of colleges of interest before seeking approval of a world language waiver.

WORLD LANGUAGE COURSES & DESCRIPTIONS

Spanish I (G24H04) students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills (listening, speaking, writing and reading) with an emphasis on the ability to communicate orally and in writing. Students explore the similarities and differences between American culture and that of the Spanish-speaking world. This interactive course employs a variety of teaching methods and daily participation and study are required.

Grade Level: 9, 10, 11, 12

Credit: 1

Honors Spanish I (G24H04H) students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills (listening, speaking, writing and reading). Classroom interactions are increasingly conducted in the target language as skills progress. Students explore the similarities and differences between American culture and that of the Spanish-speaking world. This interactive course employs a variety of teaching methods and daily participation and study are required. Students enrolled in Honors level courses are required to complete district and/or honors criteria.

Grade Level: 9, 10, 11, 12

Credit: 1

Spanish II (G24H05) students continue to develop proficiency in all four language skills (listening, speaking, reading and writing) with an emphasis on the ability to communicate orally and in writing. They learn to function in real-life situations using more complex sentences and language structures. Students will read material on familiar topics and produce short writing samples, such as journals and summaries. Students will continue to build their cultural competency in the Spanish-speaking world. This interactive course employs a variety of teaching methods and daily participation and study are required.

Grade Level: 9, 10, 11, 12

Prerequisite: Spanish I

Credit: 1

Honors Spanish II (G24H05H) students continue to develop proficiency in all four language skills (listening, speaking, reading and writing). They will significantly expand their vocabulary in the target language while learning to function in real-life situations using more complex sentences and language structures. Students will read material on familiar topics and produce short writing samples, such as essays, journals and summaries. Classroom interactions are increasingly conducted in the target language as their skills progress. Students will continue to build their cultural competency in the Spanish-speaking world. This interactive course employs a variety of teaching methods and daily participation and study are required. Students enrolled in Honors level courses are required to complete district and/or honors criteria.

Grade Level: 10, 11, 12

Prerequisite: Spanish I

Credit: 1

Honors Spanish III (G24H06H) students continue to develop proficiency in all four language skills (listening, speaking, reading and writing). They communicate using increasingly complex language structures on a wide variety of topics, moving from concrete to more abstract concepts. At this level, students gain a deeper understanding of the Spanish speaking world by experiencing authentic materials, such as news broadcasts, magazine articles and websites. Students will be able to identify and summarize significant details of what they read and hear when the topics are familiar. Classroom interactions are conducted in the target language. This interactive course employs a variety of teaching methods and daily participation and study are required. Students enrolled in Honors level courses are required to complete district and/or honors criteria.

Grade Level: 9, 10, 11, 12

Prerequisite: Spanish I & Spanish II

Credit:

FINE ARTS

FINE ARTS GRADUATION REQUIREMENT

Students must earn 1.0 credit in a fine arts class.

*Approved dual enrollment Fine Arts courses may meet this requirement.

*Students may seek approval to waive the fine art requirement to take an additional course in their elective focus area.

*Many colleges and universities include a fine arts credit in their admissions requirements. Please research the admissions requirements for colleges of interest prior to seeking an approval for a fine art waiver request.

[**Fine Arts Approved Substitutions**](#)

FINE ARTS COURSES & DESCRIPTIONS

Visual Arts: Comprehensive I (G05H08) 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.

Grade Level: 9, 10, 11, 12

Prerequisite: NA

Credit:1

Visual Arts: Comprehensive II (G05H09) students will focus their art studies on 2-dimensional media, most specifically observational drawing and painting. Projects will also include printmaking and mixed media. Art History, note taking, reading, writing, art criticism, and maintaining a productive sketchbook are also part of the curriculum.

Grade Level: 9, 10, 11, 12

Prerequisite: Visual Arts: Comprehensive I

Credit: 1

Honors Visual Arts: Comprehensive III (G05H10H) students will continue their study of and refine their skills in observational drawing and painting, while also creating prints and mixed media works. Independent study will become more critical during the second semester, as students prepare for AP Studio Art. Art History, note taking, reading, writing, art criticism, and maintaining a productive sketchbook are also part of the curriculum. The honors curriculum requires a higher proficiency in art creation and significant independent study. As part of the Honors requirement, students must complete an Honors Portfolio component each quarter which 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.

Grade Level: 10, 11, 12

Prerequisite: Visual Arts: Comprehensive II

Credit: 1

Instrumental Music-Marching/Concert Band (G05H82) is 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.

Grade Level: 9, 10, 11, 12

Prerequisite: 1 year of band experience

Credit: 1

Vocal Music (Chorus/Choir) (G05X12) is the traditional choral ensembles offered in 9th-12th 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.

Grade Level: 9, 10, 11, 12

Prerequisite: skill dependent

Credit: 1

Theater Arts I (G05H16) is an overview of all aspects of theater. Students will study both performance and non-performance facets of theater including theater terminology, introductory theater history, and the fundamentals of acting. Students will gain experience in speaking and acting. Time outside of class is required to fulfill the obligations of this course.

Grade Level: 9, 10, 11, 12

Credit: 1

Theater Arts II (G05H17) focuses on the history of theater and a more in-depth acting experience. They will study and perform one-act plays, as well as various scenes from the different historical genres. The course will emphasize the process of acting: auditions, rehearsals, relaxation techniques, dialogue, character analysis, and the production process. Time outside of class is required to fulfill the obligations of this course.

Grade Level: 10, 11, 12

Prerequisite: Theater I or Recent Theatrical Experience

Credit: 1

Honors Theater Arts III (G05H18) studies more in depth the various acting techniques and exercises available to professional actors. Students will take a more involved role in production with attention to directing, theater safety, polishing acting skills, resumes, and all of the other aspects of theater that support a full-scale performance. Considerable time outside of class is required to fulfill the obligations of this course.

Grade Level: 11, 12

Prerequisite: Theater II

Credit: 1

Honors Theater IV (G05H19) is designed as preparation for students who are seriously considering a post-secondary study of theater or a career involving theater. Students will have intense training in play analysis, and do in-depth study of theater. They will assume leadership and responsibility for technical and production aspects of theater in presentations. Considerable time outside of class is required to fulfill the obligations of this course.

Grade Level: 12

Prerequisite: Theater III

Credit: 1

OTHER APPROVED COURSES

The below courses provide students opportunities for enrichment, remediation, intervention, and preparation.

Graduate On Time (G25H10) or Credit recovery is a course-specific, standards based extended learning opportunity for students who have previously been unsuccessful in mastering the standards required to receive course credit. Credit recovery programs, in general, have a primary focus of helping students stay

in school and graduate on time. Students must have parents complete and sign the Credit Recovery Application before participating in credit recovery.

Grade Level: 9, 10, 11, 12

Minimum Credit: 0

Focus Period (G25H10) provides students an opportunity for intervention, remediation, preparation, or enrichment in academic coursework and/or an opportunity to participate in character development activities.

Grade Level: 9, 10, 11, 12

Credit: 0

Preparing for ACT, Postsecondary, & Career (G25H00) provides students with skills and competencies needed to be successful on the ACT. Students will become familiar with the format and the scoring of the ACT, learn test taking skills, and receive individualized instruction to improve scores.

Grade Level: 11, 12

Minimum Credit: .5

Maximum Credit: 1

Success Skills Through Service Learning (Nature and Needs) (C15H13N) offers students not only the opportunity to teach, but also the opportunity to learn from students with disabilities and to shape attitudes of inclusiveness. Students in this course will have the opportunity to develop teaching skills, practice academic and social skills, become advocates and learn valuable advocacy skills, and explore realistic career opportunities.

Grade Level: 9, 10, 11, 12

Credit: 1

Maximum Credits Allowed: 2

ALTERNATE ACADEMIC PATHWAY & EXCEPTIONAL EDUCATION

ALTERNATE ACADEMIC DIPLOMA COURSES & DESCRIPTIONS

Students with qualifying exceptionalities as documented in an IEP may earn credits towards the AAD diploma in the following courses. Please see Alternate Academic Diploma for diploma requirements.

ENGLISH (AAD)

Alternate Academic Diploma - English I (S01H00) is designed to replace or correspond with English I and focus on a student's functional literacy- speaking, listening, reading, and writing skills with a modified curriculum.

Grade Level: 9

Credit: 0.5

Maximum Credits Allowed: 1

Alternate Academic Diploma- English II (S01H01) designed to replace or correspond with English II and

focus on a student's functional literacy- speaking, listening, reading, and writing skills with a modified curriculum.

Grade Level: 10

Prerequisite: AAD English I

Credit: 0.5

Maximum Credits Allowed: 1

Alternate Academic Diploma - English III (S01H02) is designed to replace or correspond with English III and focus on a student's functional literacy- speaking, listening, reading, and writing skills with a modified curriculum.

Grade Level: 11

Prerequisite: AAD English I & AAD English II

Credit: 0.5

Maximum Credits Allowed: 1

Alternate Academic Diploma - English IV (S01H03) is designed to replace or correspond English IV and focus on a student's functional literacy- speaking, listening, reading, and writing skills with a modified curriculum.

Grade Level: 12

Prerequisite: AAD English I, AAD English II, & AAD English III

Credit: 0.5

Maximum Credits Allowed: 1

MATHEMATICS (AAD)

Alternate Academic Diploma - Algebra I (S02H00) is designed to replace or correspond with Algebra I and focus on a student's mathematical computation and reasoning skills with a modified curriculum.

Grade Level: 9

Credit: 0.5

Maximum Credits Allowed: 1

Alternate Academic Diploma - Geometry I (S02H02) is designed to replace or correspond with Geometry and focus on a student's mathematical computation and reasoning skills with a modified curriculum.

Grade Level: 10

Prerequisite: AAD Algebra I

Credit: 0.5

Maximum Credits Allowed: 1

Alternate Academic Diploma - Algebra II (S02H01) is designed to replace or correspond with Algebra II and focus on a student's mathematical computation and reasoning skills with a modified curriculum.

Grade Level: 11

Prerequisite: AAD Geometry

Maximum Credits Allowed: 1

Alternate Academic Diploma – Applied Mathematical Concepts (S02H03) is designed to replace or correspond with Applied Math and focus on a student's mathematical computation and reasoning skills with a modified curriculum.

Grade Level: 12

Prerequisite: AAD Algebra II

Maximum Credits Allowed: 1

SCIENCE (AAD)

Alternate Academic Diploma - Earth & Space Science (S03H01) is designed to replace or correspond with Earth and Space Science, Geology, and Ecology and to focus on a student's understanding of earth and space with a modified curriculum.

Grade Level: 9 or 11

Credit: 0.5
Maximum Credits Allowed: 1

Alternate Academic Diploma- Biology I (S03H02) is designed to replace or correspond with Biology and to focus on a student's understanding of living organisms with a modified curriculum.

Grade Level: 10
Credit: 0.5
Maximum Credits Allowed: 1

Alternate Academic Diploma - Physical Science (S03H00) is designed to replace or correspond with Physical Science and to focus on a student's understanding of matter and energy with a modified curriculum.

Grade Level: 9 or 11
Credit: 0.5
Maximum Credits Allowed: 1

SOCIAL STUDIES (AAD)

Alternate Academic Diploma - World History & Geography (S04H00) is designed to replace or correspond with Physical Science and to focus on a student's understanding of civilizations throughout world history with a modified curriculum.

Grade Level: 9
Credit: 0.5
Maximum Credits Allowed: 1

Alternate Academic Diploma - U.S. History & Geography (S04H01) is designed to replace or correspond with Physical Science and to focus on a student's understanding of U.S. history from industrialization to current with a modified curriculum.

Grade Level: 11
Credit: 0.5
Maximum Credits Allowed: 1

Alternate Academic Diploma - Personal Finance (S25H02) is designed to replace or correspond with Personal Finance and to focus on a student's understanding of budgeting, saving, and investing with a modified curriculum.

Grade Level: 12
Credit: 0.5
Maximum Credits Allowed: 1

Alternate Academic Diploma – Economics (S04H03) is designed to replace or correspond with Economics and to focus on a student's understanding of economics with a modified curriculum.

Grade Level: 12
Credit: 0.5
Maximum Credits Allowed: 1

Alternate Academic Diploma - U.S Government & Civics (S25H00) is designed to replace U.S. Government and to focus on a student's understanding of U.S. government and civics with a modified curriculum.

Grade Level: 12
Credit: 0.5
Maximum Credits Allowed: 1

OTHER SPECIAL EDUCATION APPROVED COURSES

Principles of Transition: Introduction to Self-determination (S25X28)

Principles of Transition: Focus on Adulthood (S25H03)

Principles of Transition: Planning for Postsecondary (S25H04)
Work-Based Learning: Special Education Transition (S25H01)
AAD Work-Based Learning (S25H05)
Special Education Intervention (S25X27)
Comprehensive Program Grade 9-12 Math (S02H04)
Comprehensive Program Grade 9-12 Science (S03H03)
Comprehensive Program Grade 9-12 Social Studies (S04H04)
Comprehensive Program Grade 9-12 English Language Arts(S01H04)
Speech Program Grades 7-12 (S25X08)
Language Program Grades 7-12 (S25X16)
Vision Programs Grades 7-12 (S25X02)
Hearing/Deaf Ed Program Grades 7-12 - Inclusion (S25X20)
Hearing/Deaf Ed Program Grades 7-12 (S25X05)
Completion of Partial SE Schedule (S25X21)
Completion of Partial SE Schedule (S25X22)

DUAL ENROLLMENT

Students, typically juniors or seniors, are considered qualified for dual enrollment courses if they have an unweighted GPA of 3.0 or higher in the subject area of enrollment, an ACT composite score meeting the partnering college or university's admission requirements, and, if applicable, an ACT subscore meeting the ACT Readiness Benchmark in the subject area of enrollment. Eligibility requirements may vary by institution and program. Prior to applying and registering for dual enrollment courses with any partnering college, university, or Tennessee College of Applied Technology (TCAT), students and parents must complete a [Wilson County Schools Dual Enrollment Agreement](#) and [Permission to Transport](#) form.

Dual enrollment courses can be taught at the postsecondary campus, the high school, or online. The location of the course does not affect the course's status as a dual enrollment course.

Students who complete and pass dual enrollment course(s) may earn high school and college credit if the course is aligned to one of the Tennessee Department of Education approved dual enrollment courses listed below. If a student is interested in taking a dual enrollment course for high school credit and the course is not listed below, the student must get prior approval from the Supervisor of High School Instruction or the Director of Schools. Otherwise, the dual enrollment course will not appear on the student's high school transcript and the student will not receive high school credit.

Students are responsible for seeking admission to the college or university with which Wilson County Schools partners, registering for classes, paying college tuition and all needed academic materials including textbooks, and transportation if necessary. Currently, Wilson County Schools only has partnerships with Tennessee College of Applied Technology Lebanon, Volunteer State Community College, Cumberland University, and Middle Tennessee State University. It is the responsibility of the student to verify that the credit will be accepted at the university they plan to attend and accepted as a high school credit before enrolling and registering for any dual enrollment course.

Students may at any time be dismissed from a dual enrollment course due to poor attendance, disciplinary issues, or lack of academic progress. If a student is dismissed from dual enrollment, the student will be enrolled in a high school course and will be responsible for completing any missed work to prove mastery of curriculum standards.

Each dual enrollment course for high school credit qualifies as an EPSO upon successful completion.

Weighted grades will be awarded in accordance with Board Policy [4.600](#).

Students may qualify for the dual enrollment grant to offset the costs of dual enrollment courses. Click [here](#) for more information about award information, eligibility, requirements, and application. The student is responsible for completing all necessary requirements for applying for this grant.

Course descriptions may vary depending on the college(s) or university with which Wilson County

Schools partners. Course offerings are dependent on the college's or university's course catalog for dual enrollment student:

DE Accounting I (**C29H05**)
 DE Accounting II (**C29H07**)
 DE Advanced STEM Applications I (**C21H32**)
 DE Advanced STEM Applications II (**C21H33**)
 DE Agribusiness I (**C18H03**)
 DE Agribusiness II (**C18H32**)
 DE Agricultural Engineering & Applied Technologies I (**C18H02**)
 DE Agricultural Engineering & Applied Technologies II (**C18H35**)
 DE Agriculture, Food, Natural Resources (**C18H00**)
 DE American Government (**G04H45**)
 DE American Sign Language I (**G24H19**)
 DE American Sign Language II (**G24HJ0**)
 DE Anatomy & Physiology II (**G03H88**)
 DE Arabic (**G24H80**)
 DE Architectural & Engineering Design I (**C17H04**)
 DE Architectural & Engineering Design II (**C17H28**)
 DE Art History I/Survey of Art History I (**G05H52**)
 DE Art History II/Survey of Art History II (**G05H53**)
 DE Art, Audio/Visual Technology, & Communications (**C11H04**)
 DE Arts & Design I (**C11H08**)
 DE Arts & Design II (**C11H09**)
 DE Audio/Visual Production I (**C11H00**)
 DE Audio/Visual Production II (**C11H15**)
 DE Automotive Collision Repair I (**C20H02**)
 DE Automotive Collision Repair II (**C20H23**)
 DE Automotive Collision Repair III (**C20H24**)
 DE Automotive Maintenance & Light Repair I (**C20H01**)
 DE Automotive Maintenance and Light Repair II (**C20H21**)
 DE Automotive Maintenance and Light Repair III (**C20H22**)
 DE Automotive Maintenance and Light Repair IV (**C20H30**)
 DE Aviation Flight I (**C20H03**)
 DE Aviation Flight II (**C20H28**)
 DE Aviation Maintenance I (**C20H04**)
 DE Baking & Finance II (**C29H10**)
 DE Banking & Finance I (**C29H09**)
 DE Barbering I (**C19H05**)
 DE Barbering II (**C19H24**)
 DE Biology I (**G03H45**)
 DE Biology II (**G03H46**)
 DE Business Communications (**C12H51**)
 DE Business Management I (**C12H01**)
 DE Business Management II (**C12H47**)

DE Calculus Based Physics I (**G03H51**)
 DE Calculus Based Physics II (**G03H52**)
 DE Calculus I (**G02H51**)
 DE Calculus II (**G02H52**)
 DE Calculus III (**G02H53**)
 DE Chemistry Research (**G03H91**)
 DE Chinese (Mandarin) (**G24H79**)
 DE Coding I (**C10H01**)
 DE Coding II (**C10H28**)
 DE College Algebra (**G02H48**)
 DE Cosmetology I (**C19H04**)
 DE Cosmetology II (**C19H23**)
 DE Cosmetology III (**C19H27**)
 DE Cosmetology IV (**C19H28**)
 DE Criminal Justice and Correction Services I (**C30H12**)
 DE Criminal Justice and Correction Services II (**C30H13**)
 DE Culinary Arts I (**C16H01**)
 DE Culinary Arts II (**C16H14**)
 DE Cyber Security II (**C10H31**)
 DE Cybersecurity I (**C10H24**)
 DE Diagnostic Services I (**C14H02**)
 DE Diagnostic Services II (**C14H26**)
 DE Diesel Technology I (**C20H06**)
 DE Diesel Technology II (**C20H25**)
 DE Diesel Technology III (**C20H26**)
 DE Diesel Technology IV (**C20H27**)
 DE Dietetics & Nutrition I (**C19H03**)
 DE Dietetics & Nutrition II (**C19H22**)
 DE Early Childhood Education Careers I (**C32H10**)
 DE Early Childhood Education Careers II (**C32H18**)
 DE Educational Therapy & Support I (**C32H16**)
 DE Educational Therapy & Support II (**C32H19**)
 DE Electromechanical Technology I (**C13H02**)
 DE Electromechanical Technology II (**C13H19**)
 DE Emergency Services I (**C14H04**)
 DE Emergency Services II (**C14H29**)
 DE Emergency Services III (**C14H35**)
 DE Emergency Services IV (**C14H36**)
 DE Engineering I (**C21H00**)
 DE Engineering II (**C21H11**)
 DE English Composition I (**G01H30**)
 DE English Composition II (**G01H31**)
 DE English Language Arts (**G01H29**)
 DE Entrepreneurship I (**C31H12**)
 DE Entrepreneurship II (**C31H14**)
 DE Environmental & Natural Resources Management I (**C18H06**)
 DE Environmental & Natural Resources Management II (**C18H36**)

DE Exercise Physiology I (**C14H06**)
 DE Exercise Physiology II (**C14H30**)
 DE Exercise Science (**G03H63**)
 DE Fashion Design I (**C11H13**)
 DE Fashion Design II (**C11H14**)
 DE Finite Mathematics (**G02H50**)
 DE Fire Management Services I (**C30H14**)
 DE Fire Management Services II (**C30H15**)
 DE First Year Seminar (**G25H20**)
 DE Food Science I (**C18H04**)
 DE Food Science II (**C18H37**)
 DE Foreign Language (**G24H71**)
 DE French (**G24H72**)
 DE French II (**G24HB3**)
 DE General Chemistry I (**G03H47**)
 DE General Chemistry II (**G03H48**)
 DE German (**G24H73**)
 DE Greek (**G24H81**)
 DE Health & Wellness (**G08H16**)
 DE Health Administration II (**C12H49**)
 DE Health Services Administration I (**C12H03**)
 DE Horticulture Science I (**C18H05**)
 DE Horticulture Science II (**C18H33**)
 DE Hospitality & Tourism II (**C16H16**)
 DE Hospitality & Tourism Management I (**C16H02**)
 DE Hospitality & Tourism Management II (**C16H15**)
 DE Human & Social Sciences I (**C19H02**)
 DE Human & Social Sciences II (**C19H26**)
 DE Human Anatomy & Physiology I (**G03H43**)
 DE Human Anatomy & Physiology II (**G03H44**)
 DE Human Resources Management I (**C12H39**)
 DE Human Resources Management II (**C12H50**)
 DE Interior Design I (**C17H05**)
 DE Interior Design II (**C17H29**)
 DE Introduction to Film (**G01H80**)
 DE Introduction to Theatre (**G05H56**)
 DE Italian (**G24H76**)
 DE Japanese (**G24H78**)
 DE Latin (**G24H75**)
 DE Latin II (**G24HB4**)
 DE Leadership in Community Emergency Response I (**C15H22**)
 DE Leadership in Community Emergency Response II (**C15H23**)
 DE Machining Technology I (**C13H01**)
 DE Machining Technology II (**C13H20**)
 DE Machining Technology III (**C13H22**)
 DE Machining Technology IV (**C13H23**)
 DE Macroeconomics (**G04H41**)
 DE Marketing Management I (**C31H10**)
 DE Marketing Management II (**C31H11**)
 DE Mathematics (**G02H47**)
 DE Mechanical, Electrical, & Plumbing Systems I (**C17H03**)

DE Mechanical, Electrical, & Plumbing Systems II (**C17H30**)
 DE Mechatronics I (**C13H04**)
 DE Mechatronics II (**C13H21**)
 DE Mechatronics III (**C13H24**)
 DE Mechatronics IV (**C13H25**)
 DE Medical Assisting (**C14H32**)
 DE Medical Terminology (**C14H31**)
 DE Microeconomics (**G04H40**)
 DE Music Appreciation (**G05H54**)
 DE Networking Systems I (**C10H02**)
 DE Networking Systems II (**C10H29**)
 DE Non-Calculus Based Physics I (**G03H49**)
 DE Non-Calculus Based Physics II (**G03H50**)
 DE Nursing Services I (**C14H03**)
 DE Nursing Services II (**C14H27**)
 DE Nursing Services III (**C14H33**)
 DE Nursing Services IV (**C14H34**)
 DE Organic Chemistry I (**G03H89**)
 DE Organic Chemistry II (**G03H90**)
 DE Personal Finance (**G04H43**)
 DE Physical Education (**G08H17**)
 DE Pre-Calculus I (**G02H90**)
 DE Pre-Calculus II (**G02H91**)
 DE Pre-Law I (**C30H16**)
 DE Pre-Law II (**C30H17**)
 DE Probability & Statistics/Elementary Statistics (**G02H49**)
 DE Psychology (**G04H44**)
 DE Public Management & Administration I (**C15H06**)
 DE Public Management & Administration II (**C15H24**)
 DE Religious Studies I (**G07H00**)
 DE Religious Studies II (**G07H01**)
 DE Residential & Commercial Construction I (**C17H01**)
 DE Residential & Commercial Construction II (**C17H31**)
 DE Residential and Commercial Construction III (**C17H33**)
 DE Residential and Commercial Construction IV (**C17H34**)
 DE Russian (**G24H77**)
 DE Science (**G03H42**)
 DE Service Learning (**C25H17**)
 DE Social Studies (**G04H39**)
 DE Sociology (**G04H42**)
 DE Spanish (**G24H74**)
 DE Spanish II (**G24HB2**)
 DE Spanish III (**G24H82**)
 DE Spanish IV (**G24H83**)
 DE Speech/Fundamentals of Speech Communication (**G05H55**)
 DE Structural Systems I (**C17H02**)
 DE Structural Systems II (**C17H32**)

DE Supply Chain Management I (C31H15)
DE Supply Chain Management II (C31H16)
DE Survey of American History I (G04H48)
DE Survey of American History II (G04H49)
DE Survey of American Literature (G01H32)
DE Survey of British Literature (G01H33)
DE Survey of Literature of the Western World (G01H35)
DE Survey of Western Civilization I (G04H50)
DE Survey of Western Civilization II (G04H51)
DE Survey of World History I (G04H46)
DE Survey of World History II (G04H47)
DE Survey of World Literature (G01H34)
DE Teaching as a Profession (K-12) I (C32H04)
DE Teaching as a Profession (K-12) II (C32H05)
DE Technology (C21H01)

DE Technology II (C21H12)
DE Therapeutic Services I (C14H05)
DE Therapeutic Services II (C14H28)
DE Veterinary & Animal Science I (C18H01)
DE Veterinary & Animal Science II (C18H34)
DE Visual & Performing Arts (G05H51)
DE Web Design I (C10H03)
DE Web Design II (C10H30)
DE Welding I (C13H03)
DE Welding II (C13H18)
DE Welding III (C13H26)
DE Welding IV (C13H27)
DE Work-based Learning: Career Practicum (C25H18)
DE World Regional Geography (G04H52)

STATEWIDE DUAL CREDIT

**Beginning in the fall of 2027, all Statewide dual credit courses will be fully discontinued by the TN Department of Education.*

Statewide dual credit classes are college-level courses taught at the high-school level by trained high-school teachers. Course learning objectives are developed by Tennessee high school and college faculty in order to ensure alignment with post-secondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education before they can be offered as a part of the state's current pilot program (see Public Chapter 967 for more information).

All students enrolled in a 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.

High schools may offer these courses at the principal's discretion. Each school must complete an annual MOU to be approved to offer these courses. Each of these courses qualifies as an EPSO upon a student's successful completion of the course and attempt of the challenge exam.

Weighted grades will be awarded in accordance with Board Policy 4.600.

SDC American History II (HIST 2020)
Introduction to Probability & Statistics (MATH 1530)
Pre-Calculus (MATH 1730)
Psychology (PSYC 1030)
World History (HIST 1220)

LOCAL DUAL CREDIT & INDUSTRY CERTIFICATIONS

Local dual credit courses are high school courses that are each aligned to a local post secondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution upon student enrollment to the college or university. Courses are taught by licensed high school teachers or certified college instructors approved by the school system and the postsecondary institution.

High schools may offer local dual credit courses at principal's discretion with district approval and an MOU on file with the partnering college or university.

Weighted grades for local dual credit courses will be awarded in accordance with Board Policy 4.600.

Each of these courses qualifies as an EPSO upon a student's successful completion of the course and if necessary an attempt of the challenge exam. Students may need to pay a testing fee to attempt the challenge exam or pay a transcription fee to have the credit noted on the college transcript.

Local Dual Credit & Industry Credential opportunities:

Senior Focus

Employability Skills Industry Credential provides tangible skills and strategies to propel your career forward. Applicable in all fields, these courses focus on the professional soft skills identified by the Department of Education as what employers are expecting before day one.

Advanced Manufacturing

C13H15H Honors Robotics & Automated Systems: FANUC Robotics Industry Certification

Agriculture, Food, & Natural Resources

C18H18 Organizational Leadership & Communications: Introduction to Agriculture Leadership Dual Credit Challenge Exam (MTSU)

C18H11 Agribusiness: Fundamentals and Applications Dual Credit Challenge Exam (MTSU)

C18H13 Agriculture Power & Equipment: Briggs & Stratton Master Service Technician Industry Certification

C18H22 Agricultural and Biosystems Engineering: OSHA-30 Industry Certification

C18H30 Principles of Plant Science & Hydroculture: Introduction to Ornamental Horticulture Dual Credit Exam MTSU

C18H27 Large Animal Science: Introduction to Animal and Veterinary Science Dual Credit Challenge Exam (MTSU)

Architecture & Construction

C17H25 Residential & Commercial Construction II: OSHA-30 Industry Certification

Arts, A/V Technology, & Communications

C11H06 Digital Arts Design III or C11H07H Honors Applied Arts Practicum: Adobe Certified Associate (ACA) Industry Certification

Business Management & Administration

C12X00 Computer Applications: Local Dual Credit Challenge Exam (Cumberland University)

C12H25 Advanced Computer Applications: MOS Industry Certification

Health Science

C14H09 Anatomy & Physiology: Medical Terminology Volunteer State Dual Credit Challenge Exam, Anatomy & Physiology Challenge Exam MTSU

C14H18 Cardiovascular Services: Certified EKG Technician (CET) Industry Certification

C14H16H Honors Nursing Education: Certified Nursing Assistant (CNA) Industry Certification

C14H20 Pharmacological Sciences: Certified Pharmacy Technician (CPT) Industry Certification

C14H10 Medical Assisting: Clinical Medical Assistant (CCMA) Industry Certification

C14H22 Exercise Science: Certified Personal Trainer (CPT) Industry Certification

Hospitality & Tourism

C16H09 Culinary Arts IV: ServeSafe Industry Certification

Information Technology

C10H19 Cybersecurity I: CompTIA Fundamentals Industry Certification
C10H20 Cybersecurity II: CompTIA Security+ Industry Certification
C10H14 Coding I: Local Dual Credit Volunteer State University
C10H15 Coding II: Local Dual Credit Volunteer State University
C10H18H Web Design Practicum: CIW Web Design Specialist Industry Certification

Law, Public Safety, Corrections, & Security

C30H01 Criminal Justice II: CRMJ 1010 Volunteer State Community College Challenge Exam
C30H02 Criminal Justice III: CRMJ 1360 Volunteer State Community College Challenge Exam

Lifetime Wellness

G08H02 Lifetime Wellness: Local Dual Credit Challenge Exam

Personal Finance

G04H36: Local Dual Credit Challenge Exam

STEM

C21H06H Honors Engineering Design II: Solid Works Industry Certification
C13H15H Honors Robotics & Automated Systems: FANUC Robotics Industry Certification

Transportation

C20H11/C20H01 Maintenance & Light Repair III: ASE Student Industry Certifications
C20H12/ C20H21 Maintenance & Light Repair IV: ASE Student Industry Certifications