Central High School
COURSE CATALOG
2026-27

Registration Procedures

Each spring, counselors talk with students about their high school plan and make suggestions about the appropriate courses needed for graduation. Teachers make recommendations for academic levels based on classroom performance, grades, and standardized testing. Registration occurs online.

Students are expected to register for academic levels recommended by the staff. If a student or parent wishes to change the level that is recommended, the parent/guardian must complete an Academic Release form that will be reviewed by the teacher, counselor and principal. Once a decision has been made, the student will be notified of the decision. If the student's request is approved, the student must remain in the requested level regardless of his/her class performance.

Every effort is made to schedule students for their course choices, but class size limitations established by the State Department and course conflicts (2 classes offered at the same time) limit some choices. It is important that students carefully choose alternate classes during registration because they may be enrolled in those classes and class changes will not be granted if a course was picked as an alternate during registration.

Students in all grades must be enrolled in at least 8 classes, 4 each term. Schedules are not changed because a student changes his/her mind about a course. Students have no choice of instructor.

Schedules are changed **only** for these reasons:

- Course cancellation or level change
- Additional course needed for graduation
- Student failed the prerequisite class
- Course was taken and passed in summer school or credit recovery

Students must contact their counselor for approval of a schedule change.

Grading, Testing, & Records

Transcript Request

A student may request an unofficial copy of their transcript at any time throughout their high school years. Official transcripts may also be requested for colleges and universities. Students should request an official transcript through SCOIR. Transcript requests may also be sent through the National Student Clearinghouse at www.orderatranscript.com. Students will be able to track the sending and receiving of their transcript through this website.

Dual Enrollment

Students in the 11th or 12th grades, who are in good standing, may earn high school credit by enrolling in college level courses at an institution of higher education. The institution shall be accredited by the state or by a state-approved accrediting agency. In order to qualify for dual enrollment, a student shall:

1. Meet all the requirements for dual enrollment of the college/university
2. Have a planned high school program endorsed by school counseling personnel as appropriate, including the college level course
3. Agree to assume all financial costs associated with the college level course
4. Obtain written permission of the high school principal and the acceptance of the college admissions officer
5. Continue to be enrolled in his/her base high school

Upon receipt of the course grade transmitted directly from the institution of higher education, the high school shall grant credit on a term-to-term basis. Such grades shall be included in the computation of the student's cumulative grade-point average as consistent with the district's grading policy. ***Please see page 44 concerning dual enrollment opportunities and policies.***

Testing

The following tests are required:

- End of Course Exams (EOCs): These multiple-choice exams are given in selected academic subjects. EOCs count as a % of the student's grade. (This is subject to change year to year.)
- TNReady exams: Students will complete a series of comprehensive exams that also count as a % of the student's grade. They are taken in each of the following subject areas:
  English I, English II, Algebra I, Algebra II, Geometry, Biology, and US History
- American College Test (ACT): A standardized, multiple-choice test which covers four skill

areas: English, mathematics, reading, and science reasoning. Students take this test in the spring of the junior year and fall of the senior year. This is a state mandated requirement for graduation.

- Civics Test - Students must take and Pass (with a 60) a state mandated Civics Exam

Additional tests available during the school year:

- Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test: Given at Central High School to interested 10th and 11th graders. There is a fee for this test, which is given in the fall.
- Advanced Placement Tests (AP): Given at Central High School to students in AP classes. There is a fee for every AP exam. These are national tests given in the month of May. CollegeBoard sets the dates and times for these exams.
- Scholastic Aptitude Test (SAT): Measures critical thinking skills and the ability to analyze and solve problems, and is often thought of as a measure of future college success. The SAT is not given at Central High School, but students may sign up on the CollegeBoard website to take the exam in the Knoxville area.
- Armed Services Vocational Aptitude Battery (ASVAB): A military recruiting tool that the U.S. Department of Defense uses to determine potential recruits' developed abilities. This test comprises ten individual assessments: Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Arithmetic Reasoning, General Science, Auto and Shop Information, Mechanical Comprehension, Electronics Information, Numerical Operations, and Coding Speed. The ASVAB is given several times at Central High School during the school year. See a JROTC instructor for more information.

Grading Procedures

Grading procedures are the result of the prescribed plan of study established for any given class by the teacher. Normally, grades are based on student performance in such areas as class participation, class work, homework, special assignments/projects, meeting deadlines, quizzes, tests, and final examinations. Final examinations represent a percentage of the final semester grade. (Percentage of EOC's is subject to change year to year.)

Scholastic Credit and Grades

In order to receive a credit for a course, the student must have a passing grade (A, B, C, D). Credits are recorded on the student's cumulative record when the course has been completed.

Grade reports are issued to students approximately every four and a half weeks. Parents are invited to check Parent Portal weekly to monitor their students' progress. Each progress report is not the average of the previous grade reports; rather, it represents the compiled scores of all daily lessons, homework, projects, quizzes, examinations and other classroom assignments during the entire class period.

Grades are reported numerically and as alphabetical letters and are determined by the percent scale shown below.

Knox County Grading Scale

Grades	Descriptors	Percent Scale	Grade Points*
A	Excellent	90-100%	4
B	Good	80-89%	3
C	Average	70-79%	2
D	Below Average	60-69%	1
F	No Credit	0-59%	0

*Knox County high schools maintain two cumulative GPAs for students.

- The unweighted GPA is based on a four-point scale: A-4, B-3, C-2, D-1, and F-0. On this scale, students completing an Advanced Placement course established by the College Entrance Examination Board for which national AP examinations are available will have five points added to the final class average. Dual Enrollment, State Dual Credit (SDC) and National Industry Certification (NIC) courses will have 4 points added to the final class average. Students completing an Honors course will have three points added to the final class average.

- The weighted cumulative GPA will be calculated using weighted quality points. AP, Dual Enrollment, State Dual Credit (SDC) and National Industry Certification (NIC) courses will receive additional weight as follows: A-5, B-4, C-3, D-2 and F-0. In addition, an Honors course recognized by the Knox County School System will be weighted as follows: A-4.5, B-3.5, C-2.5, D-1.5 and F-0.

Graduation Requirements

Knox County Schools students must earn a minimum of 28 credits.

English (students must complete 4 credits)

_____ 9th Grade – English 1
_____ 10th Grade – English 2
_____ 11th Grade – English 3
_____ 12th Grade – English 4

Math (Students must attempt one a year, and complete 4 credits)

_____ 9th Grade – Algebra 1, Honors Algebra I or Geometry
_____ 10th Grade – Geometry or Algebra 2
_____ 11th Grade – Algebra 2 or Pre-Calculus
_____ 12th Grade – Upper Level Math

Science (students must complete three credits)

_____ 9th Grade – Physical Science or Honors Chemistry
_____ 10th Grade – Chemistry, Honors Biology, Honors Chemistry
_____ 11th Grade – Biology, Honor student's choice
_____ 12th Grade – Recommended but not required (student's choice)

Social Studies (Students must complete 3 ½ credits (4 credits beginning with class of 2028)

_____ 9th Grade – World History & Geography, Honors, or AP Human Geography
_____ 10th Grade – US Government (0.5 credit) (1 credit beginning with class of 2028)
_____ 11th Grade – US History & Geography
_____ 12th Grade – Economics (0.5 credit) & Personal Finance (0.5 credit)

Physical Education:

_____ PE (0.5 credits is required)
_____ Lifetime Wellness

2 credits of World Language (both credits must be in the same language)**

_____ Spanish 1 _____ Spanish 2
_____ French 1 _____ French 2
_____ American Sign Language 1 _____ American Sign Language 2
_____ German 1 _____ German 2

*Continues on next page

Fine Art (Students must complete one credit):

_____ Visual Art 1
_____ Band
_____ Vocal Music
_____ Theater Arts

_____ Development of Rock & Roll
_____ Music History
_____ Music Theory
_____ Digital Arts 1
_____ General Music

Elective Focus - Students must complete at least 3 classes in Academy Pathway
_____ Class 1: _____
_____ Class 2: _____
_____ Class 3: _____
_____ Class 4 (optional): _____

Required Electives:
_____ Freshman Seminar
_____ Computer Science ***requirement beginning with Class of 2028**

Other Requirements:
_____ Pass the Civics Exam
_____ Take an ACT exam

**If a student has an extreme circumstance that prevents him/her from being successful in a World Language course (example: specific learning disability in language), a student may complete a foreign language waiver. Students who waive their foreign language requirement must complete a second elective focus (3 courses in the same area).

Course Descriptions

<u>Note</u>: Not all elective courses will be offered each year. Even if a course is potentially offered in that semester, there must be an adequate number of students taking that course. All courses are taken for 1 credit unless otherwise noted.

English / ELA

Graduation requirements: 4 credits
To satisfy graduation requirements, each student must complete four courses of Language Arts: English I, English II, English III, and English IV.
NOTE: AP Literature and Dual Enrollment can count for an English IV credit. AP Language and Dual Enrollment can count for an English III credit.

ENGLISH 1; ENGLISH 1 HONORS
In English 1, students will build upon the skills developed in the middle school English Language Arts. The focus is on close reading of informational and literary texts of appropriate grade level complexity. Based upon their reading, the students will engage in class discussion and written assignments to present analysis to develop an argument, or to write real or imagined narrative. While reading and writing, students will analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and grammatical fluency. Vocabulary study will focus on morphology, etymology, and context, and the words will come from the texts that the students read. Assessment will focus on the students' ability to read appropriately complex text and to cite evidence to support analysis or claims from that text. Language skills will be assessed in the context of their writing, as well as through authentic workplace tasks, such as editing a draft. Honors curriculum modules reflect the Tennessee Department of Education framework for extension.

ENGLISH 2; ENGLISH 2 HONORS
In English 2, students build upon the skills developed in English 1. The focus is on the close reading of informational and literary texts of appropriate grade level complexity. Based upon their reading, the students engage in class discussions and written assignments to present analysis to develop an argument, or to write a real or imagined narrative. While reading and writing, students analyze the author's point of view, evidence, assumptions, and style. Within their own writing, students will develop focus, organization, style, and grammatical fluency. Vocabulary study focuses on morphology, etymology, and context, and the words come from the texts students read. Assessment will focus on the students' ability to read appropriately complex text and cite evidence to support analysis or claims from that text. Language skills are assessed in the context of their writing, as well as through authentic workplace tasks, such as editing a draft. Honors curriculum modules reflect the Tennessee Department of Education framework for extension.

ENGLISH 3
Students in English 3 work on college and career-ready reading and writing skills while also reading and analyzing foundational works in American literature. Through analyzing how multiple authors present similar subjects, students learn about varying perspectives, bias, and audience. They also become proficient at identifying and evaluation reasoning within documents of historical, literary, information, and legal nature. Throughout the course, they will conduct short and long-term research projects, following both their lines of inquiry and some teacher-directed lines of inquiry. While the foundational skills for composition should be established in the earlier grades, students in English 3 work to refine their writing style in fluency and sophistication.

ENGLISH 4
Students in English 4 work on college and career-ready reading and writing skills while also reading and analyzing foundational works in world literature. Through analyzing how multiple authors present similar subjects, students learn about varying perspectives, bias, and audience. They also become proficient at identifying and evaluation reasoning within documents of historical, literary, information, and legal nature. Throughout the course, they will conduct short and long-term research projects, following both their lines of inquiry and some teacher-directed lines of inquiry. While the foundational skills for composition should be established in the earlier grades, students in English 4 work to refine their writing style in fluency and sophistication. They also develop their speaking and listening skills through speeches and presentations.

ENGLISH AP LANGUAGE AND COMPOSITION
A course for students who have successfully completed Honors English 2 or have demonstrated competency in composition and rhetorical skills. The curriculum emphasizes analysis, research, and composition as students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will be expected to think critically and analytically and be able to express themselves effectively. College level outside reading is required. The course is designed to help develop the cognitive and communicative skills necessary to do well on the AP English Language and Composition Test.

ENGLISH AP LITERATURE AND COMPOSITION
A course for students who have successfully completed Honors English 2 or who have demonstrated competency in those composition and critical thinking skills aligned with the demands of advanced academics. The curriculum is an in-depth study of American, British, and world literature with expectations commensurate with college-level English courses. College-level outside reading is required, and the class will challenge students to produce high-quality work that far exceeds the cognitive demands of CP-level coursework. Students must be highly motivated and have exceptional writing and analytical skills. The course culminates in the AP English Literature and Composition Exam.

JOURNALISM 1
Students will have the opportunity to improve the skills necessary in journalistic writing for both print and broadcast media. Curriculum includes the history and elements of journalistic style and the application of journalistic techniques to the development of a publication. Students who wish to take this course must be highly motivated, work well with peers, and be responsible in following through with assignments as the work culminates in a publication. (Elective credit.) *(Prerequisites: Students may have to demonstrate ability to write well; may be required to apply for this course; and may be required to receive teacher recommendation.)

JOURNALISM 2
Students continue to explore and refine the skills necessary for journalistic writing and digital publishing. In addition to being actively engaged in communication skills, students explore the topics of ethics in journalism particularly paying close attention to plagiarism. (Elective credit)
*Prerequisites: Successful completion of Journalism 1. Students may have to demonstrate ability to write well; may be required to apply for this course; and may be required to receive teacher recommendation. Can be taken for multiple credits.

CREATIVE WRITING
Students will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and nonfiction. Creative writing allows students to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format. (Elective credit)

ADVANCED CREATIVE WRITING
In Advanced Creative Writing, students will continue to pursue the art of creative writing, concentrating especially on poetry, short stories, non-fiction, and screenwriting. Works of established authors are examined and modeled, with a view toward enhancing the students' own work. The class is conducted as a workshop with both teacher- and peer-conferencing; the result should be a significant portfolio of student work. (Elective credit)
*Prerequisites: Successful completion of Creative Writing.

VISUAL LITERACY:
In Visual Literacy, students will interpret visual forms of media and to analyze and evaluate the effectiveness of the various styles and creative choices. Visual forms of media can include film, print, photography, stage productions, short videos, and graphic design. These forms of media will be used to develop the student's ability to understand messages conveyed through images. The analysis of visual media will deepen not only critical thinking about the art forms studied but also the culture and time in which the media was produced.

GENRE LITERATURE:
In Genre Literature, students will be given the opportunity to develop deeper critical reading skills through reading experiences focused on specific literary genres. Students will explore the thematic elements and various styles and plot elements of the specified literary genres, including Ancient Literature, Appalachian and Southern Literature, Modern Literature, Mystery and Suspense Literature, Mythology, Science Fiction, and Shakespeare.

CHS CURRENTLY OFFERING:

Mystery & Thriller: Secrets, Suspense, and Storytelling: This high school English elective explores the art of suspense through classic and modern mystery and thriller texts. Students will study authors such as Edgar Allan Poe and Agatha Christie while analyzing how writers build tension, craft plot twists, and develop compelling characters. Through discussion, close reading, and creative writing, students will examine detective fiction, psychological thrillers, and gothic horror—and ultimately write their own original mystery story. No prerequisite required.

Science Fiction: Imagining the Future: This English elective explores how science fiction uses imagined worlds to examine real-world issues. Students will read works by authors such as Ray Bradbury, Octavia E. Butler, and Isaac Asimov to analyze themes like technology, identity, power,

and the future of humanity. Through close reading, discussion, and creative projects, students will explore dystopian fiction, space exploration, artificial intelligence, and speculative worlds—while developing their own original science fiction narrative. No prerequisite required.

ENGLISH LANGUAGE LEARNERS

An English course designed for students who are classified as active ELLs. Based on the level of English proficiency as determined by a standardized, state-approved ESL Test, students are provided English instruction specifically designed for second language learners. This course is available in grades 9-12. Students may substitute ESL for up to two units of English credit. Additional credit earned in ESL may be used as elective credit at the same rate as other courses in the student's school. Only a Certified ESL teacher can teach this course.

World Languages are taught sequentially. Students must complete each level with a passing grade before enrolling in the next level. Each course offers one unit of credit. If the student plans to attend a university program, two sequential (2) units of the same World Language for high school credit are required for graduation. Completion of a Level 2 World Language in grades 9-12 will meet most four-year college admission requirements; however, language study beyond the basic Level 2 requirement will better prepare students for entry into a university program. Therefore, the World Language department highly recommends students planning to attend a four-year college or university continue World Language study through Level 3 and beyond.

Students who are proficient in a language besides English, may opt to fulfill the world language requirement by demonstrating proficiency in that language. If the language is offered by Knox County Schools, the student will be required to pass the corresponding EOC exam for the level which the student is challenging. In addition, the student will interview with a KCS teacher of the language to demonstrate proficiency in speaking.

If the student is fluent in a language that is not offered by KCS, it is the responsibility of the parent or guardian to arrange (and pay) for the student to pass a proficiency exam by a reputable world language instruction provider or translation service.

Students who demonstrate a minimum equivalency of a level 2 proficiency in the assessed language will fulfill the graduation requirement; however, they will not earn a credit toward graduation.

LEVEL 1: FRENCH 1, GERMAN 1, SPANISH 1
For students who are interested in acquiring knowledge of the culture and language. The curriculum includes the study of the culture and basic communicative skills in listening, speaking, reading, and writing. Recommended for 9th grade students who read and perform language arts skills on or above grade level, and for any students in grades 9-12 who need to meet the two-year college entrance requirement. Students may wish to defer fulfilling this requirement until 10th grade or later.

LEVEL 1 HONORS: FRENCH 1, SPANISH 1
This course follows the general curriculum for Level 1 but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LEVEL 2: FRENCH 2, GERMAN 2, SPANISH 2
For students who are interested in developing the skills learned in the first level. The curriculum includes further study of the skills acquired in Level 1. Students who have successfully completed Level 1 or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course.

LEVEL 2 HONORS: FRENCH 2, SPANISH 2
This course follows the general curriculum for Level 2 but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LEVEL 3 HONORS: FRENCH 3; SPANISH 3
This course is recommended for all college-bound students who plan to take university placement tests in a world language and students who are motivated to move beyond basic levels of language study. The curriculum includes extensive use of the language as well as further development of reading and writing skills and the study of literature. Students who have successfully completed level II or who have demonstrated proficiency as determined through a language proficiency test or through teacher recommendation are eligible to take this course. This course follows the general curriculum for Level 3 but moves at a faster pace and is more in depth. Also, additional vocabulary and grammar are taught. Increased emphasis is placed on writing, reading, and speaking skills in the target language. (Prerequisite: Teacher recommendation or demonstrated proficiency)

LEVEL 4 HONORS: FRENCH 4; SPANISH 4
For students who are motivated to continue the study of language. The curriculum includes the study of literature and further development of communication skills in the language and will help to prepare the student for university-level placement tests in the language. This course may be offered in combination with level V. Note: Many university world language departments offer placement test options for all students which may allow them to test out of lower level language requirements and for which they may receive university credit. (Prerequisite: Teacher Recommendation)

ADVANCED PLACEMENT: FRENCH AP; SPANISH AP
This course is for students who are motivated to continue intensive study of the language in preparation for the Advanced Placement examination. The curriculum includes the study of literature

and further development of oral/ aural skills in the language and will help to prepare students for the Advanced Placement examination in the language. Students who have successfully completed level IV of the language, or students who have demonstrated proficiency as determined through a language proficiency test and through teacher recommendation are eligible to take this course.

AMERICAN SIGN LANGUAGE
Please note: while two (2) units of sequential American Sign Language will fulfill the high school graduation requirement, students should check with the admissions office of the college or university they plan to attend before enrolling in ASL courses to insure ASL will meet the college or university's admission requirement for World Language.

AMERICAN SIGN LANGUAGE (ASL) 1
This course is Level 1 American Sign Language for high school credit. Students will learn basic vocabulary, grammar, sentence structure, finger spelling, manual-visual communication and cultural foundations of ASL (facial expression, body language, deixis, fulcrum, signing space.) Students will begin to develop expressive and receptive skills in signing.

AMERICAN SIGN LANGUAGE (ASL) 2
This course is Level 2 American Sign Language for high school credit. Students continue expanding basic vocabulary, grammar, sentence structure, finger spelling, manual-visual communication and cultural foundations of ASL (facial expression, body language, deixis, fulcrum, signing space) Students continue to develop expressive and receptive skills in signing.

AMERICAN SIGN LANGUAGE (ASL) 3
In ASL 3, students will demonstrate Intermediate Low proficiency in the interpersonal (interactive) mode in communication, Intermediate Mid proficiency in the interpretive listening (receptive) mode, Intermediate Low proficiency in interpretive reading (fingerspelling), Intermediate Low in the presentational speaking (expressive) mode, and Novice High in presentational writing (glossing). Students will demonstrate Intermediate range cultural and intercultural competency.

HERITAGE SPANISH 1
This course is designed for students who may have oral proficiency in their home language, or who can speak their home language to a limited degree. Students eligible for Heritage Spanish 1 may not be able to fully express their ideas orally or in writing in the home language. This class is also appropriate for students who may not be orally proficient in Spanish but originate from a home country in which the language of formal education is Spanish. This course focuses on laying the foundation for literacy in the students' first language through emphasis on social and instructional language as well as building academic vocabulary across disciplines. This course emphasizes values of all Hispanic/Latino cultures as well as acceptance of the new culture. Upon successful completion of Heritage Spanish 1 students may continue to Heritage Spanish 2 or take Spanish 2 or Spanish 2 Honors. *(Offered on an as needed basis)*

HERITAGE SPANISH 2
Students who have successfully completed Heritage Spanish 1, or students who have demonstrated proficiency as determined through a language proficiency test and through teacher recommendation are eligible to take this course. The course is similar to Spanish 2 with an emphasis on continuing to build literacy in the home language across disciplines. This course continues to emphasize cultural values as well as acceptance of the new culture. Upon successful completion of Heritage Spanish 2

students may continue to Heritage Spanish 3 or Spanish 3 or Spanish 3 Honors. *(Offered on an as needed basis)*

Mathematics

Graduation requirements: 4 credits
To satisfy graduation requirements, each student must complete four math courses: Algebra I, Geometry, Algebra II, and an advanced-level math course. Each student must be enrolled in a math course for at least 3 out of 4 years of high school (beginning 2025-26 SY). It is strongly recommended that students be enrolled in a math course for each year of high school.

ALGEBRA 1
The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra 1 than has generally been offered. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each 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. Successful completion of this sequence prepares students for Geometry.

HONORS ALGEBRA 1
Honors Algebra is designed for students who did exceptionally well in the 8th grade mathematics. Course content covers the topics of Algebra 1 in greater depth and at a faster pace, thus providing time for enrichment through the study of additional performance objectives.

ALGEBRA 1A
This course is part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course will count as one math credit required for a regular diploma.

ALGEBRA 1B
This course is part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course completes the Algebra I requirement along with the state EOC assessment and will count as the Algebra credit required for a regular diploma.

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. Important differences exist between this Geometry course and the historical approach taken in

Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each 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. Successful completion prepared a student for further work in Algebra 2.

HONORS GEOMETRY
Topics found in Standard Geometry are covered more in-depth with emphasis placed on problem solving, writing skills (especially in writing of proofs) and algebraic applications. Additional enrichment objectives are covered as time permits. Successful completion of this course prepares a student for further work in algebra usually Honors Algebra 2. (Prerequisite: Algebra 1 in the 8th grade or Algebra 1 (Accelerated) in the 9th grade and Departmental Recommendation)

GEOMETRY A
This course is part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course will count as one math credit required for a regular diploma.

GEOMETRY B
This course is part of a two-year sequence and is designed for students with a qualifying disability as documented in the IEP. This course completes the Algebra I requirement along with the state EOC assessment and will count as the Geometry credit required for a regular diploma.

ALGEBRA 2
Building on their work with linear, quadratic and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each 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. Satisfactory completion of this course prepares students for entry into Pre-Calculus.

HONORS ALGEBRA 2
This course provides a rigorous preparation for Honors Pre-Calculus. An emphasis is placed on algebraic proof and provides an enriched version of Algebra 2 through the study of additional objectives and topics. Successful completion of this course prepares students for entry into Pre-Calculus or Honors Pre-Calculus. (Prerequisites: Algebra 1 and Honors Geometry credit with an "A" or "B" average grades or Departmental Recommendation)

MATHEMATICAL REASONING FOR DECISION MAKING
Mathematical Modeling for Decision Making is a 4th-year course that uses applications and modeling using mathematics are the primary foci 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. (Prerequisite: Algebra 2)

STATISTICS
Statistics is non-calculus in its orientation and designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major themes in Statistics include interpreting categorical and quantitative data, conditional probability, and other rules of probability, using probability to make decisions, and making inferences and justifying conclusions. Statistics is intended for students interested in business, social sciences, education, and data analysis. (Prerequisite: Algebra 2)

PRE-CALCULUS
This course develops the topics essential for success in Calculus. Content includes a study of algebraic, transcendental, and trigonometric functions, as well as their compositions and inverses, vectors, polar graphing, complex numbers, conic sections, and sequences and series. Students who complete this course successfully will have a strong background for a first-year Calculus sequence. (Prerequisites: Algebra 1, Geometry, and Algebra 2 with an "A" or "B" average grades recommended)

HONORS PRE-CALCULUS
The faster pace of this course provides the time to enrich the content of Pre-Calculus through the study of additional objectives and topics. Successful completion of this course provides the student with the necessary prerequisites for Advanced Placement Calculus. (Prerequisites: Geometry (Honors) and Algebra 2 (Honors) with an "A" or "B" average grades or Departmental Recommendation)

CALCULUS CP
This course is designed for students who have a thorough knowledge of college preparatory mathematics. Course content includes the study of limits; derivatives; integration; applications; exponential, logarithmic and trigonometric functions. (Prerequisites: Algebra 1, Geometry, Algebra 2 and Pre-Calculus)

AP CALCULUS AB
This course is devoted mainly to the topics in differential and integral calculus. Students who are studying this course will be prepared to take the Advanced Placement AB Calculus Exam and seek college credit. The scope of this course follows the topics listed in the College Board Advanced Placement Mathematics Course Description. (Prerequisites: Honors Pre-Calculus and Departmental Recommendation)

AP CALCULUS BC
This course is an extension of all the topics covered in AP Calculus AB with additional topics. Students who study this course will be prepared to take the Advanced Placement BC Calculus Exam and seek college credit. The scope of this course follows the topics listed in the College Board Advanced Placement Course Description. (Prerequisites: AP Calculus AB and Departmental Recommendation)

AP STATISTICS
This course is non-calculus in its orientation with a major focus on data analysis. Students who study this course will be prepared to take the AP Statistics Exam and seek college credit. This course

follows the topics listed in the College Board Advanced Placement course description. (Prerequisites: College Prep English or higher, Algebra 2 with a grade of "C" or better recommended, and Departmental Recommendation)

COMPUTER SCIENCE

This high school course is an introduction to the basics of the Python programming language with an emphasis on artificial intelligence applications and data analysis. It is a comprehensive class which introduces the concepts of algorithmic-thinking. Students will learn best practices in programming while completing a variety of exercises, assessments, and projects. This course meets the high school computer science requirement.

Science

Graduation requirements: 3 credits while in high school
To satisfy graduation requirements, each student must complete three courses of Science including Biology, Chemistry or Physics, and a third lab course.

BIOLOGY 1; HONORS BIOLOGY 1
The goal of Biology 1 is to develop an understanding of the diversity and unity in living things. Concepts covered include current and emerging technologies as well as interactions of organisms with their environment, chemical structure of organisms, transfer of energy in organisms, cell structure and function, continuity and change in living things, diversity of living things, and evidence of biological evolution. Honors Biology places increased emphasis on development of critical thinking skills. This course includes preparation for the state End of Course exam. (Prerequisites: Honors level is based upon a combination of standardized test scores, past performance in science, teacher recommendations.

HONORS BIOLOGY 2 & AP BIOLOGY
A first-year college level biology course, which follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Biology curriculum is designed to prepare students to take the College Board AP Biology test given in May of each year. The course has been audited and approved by the College Board. **For schools on block scheduling, Honors Biology 2 is intended to be the first semester course that will lead into AP Biology in the spring.** This course offers accelerated and in-depth coverage of biology topics in the areas of molecular and cellular biology, genetics and evolution, and organismal and population biology. Some schools may elect to offer AP Biology as a stand-alone, one-semester course. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. (Prerequisites: Biology 1 and Chemistry 1)

ANATOMY & PHYSIOLOGY; HONORS HUMAN ANATOMY & PHYSIOLOGY
This course is a study of the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through laboratory investigations, models, diagrams, and/ or comparative studies of the anatomy of other organisms. Content includes the study of the structure and function of cells, tissues, organs, and body systems. Some schools may offer this course as dual credit in coordination with a local cooperating institution of higher education. (Prerequisites: Biology 1 is required; Chemistry 1 is recommended.)

AP ENVIRONMENTAL SCIENCE
A first-year college level environment science course that follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Environmental Science course is designed to prepare students to take the College Board AP Environmental Science test given in May of each year. The

course has been audited and approved by the College Board. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. (Prerequisites: Biology 1 and Chemistry 1)

PHYSICAL SCIENCE
The primary theme for Physical Science is the study of matter and energy. The course is designed to introduce students to the concepts of forces and motion, chemical and physical properties of matter, the ways in which matter and energy interact, the forms and properties of energy, and other basic concepts in chemistry and physics.

CHEMISTRY 1; HONORS CHEMISTRY 1
The goal of Chemistry 1 is to develop an understanding of the relevance of chemistry as it relates to standards of living, career choices, and current issues in science and technology. Course content includes laboratory techniques and safety, properties and structures of matter in its various states, chemical calculations and quantitative relationships, chemical bonding and molecular structure, chemical reactions, solutions, gas laws, and acids and bases. The ability to make mathematical computations using fractions, decimals, ratios and proportions, and exponents is required. Honors Chemistry is designed to meet the needs of the more academically able student and will include a basic study of nuclear principles and organic chemistry. (Prerequisite: Algebra 1. In the event the school's science course sequence schedules students in Chemistry prior to Biology OR for Honors level students, placement is based on a combination of standardized test scores, past performance in science and mathematics, teacher recommendations, and established enrollment limits. All students must have completed Algebra 1.)

HONORS CHEMISTRY 2 & AP CHEMISTRY
A first-year college level chemistry course that follows the syllabus of the College Board's Advanced Placement (AP) Program. The AP Chemistry curriculum is designed to prepare students to take the College Board AP Chemistry test given in May of each year. This course has been audited and approved by the College Board. For schools on block scheduling, **Honors Chemistry 2 is intended to be the first semester course that will lead into AP Chemistry in the spring.** This course offers accelerated and in depth coverage of chemistry topics in the areas of structure and states of matter, kinetic theory, chemical reactions including kinetics, and the concepts of thermodynamics. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. (Prerequisites: Chemistry 1, Algebra 1 and 2 required; current enrollment in Advanced Math is strongly suggested

HONORS PHYSICS
The study of the interrelationships between matter and energy. Topics of study include force, motion, momentum, energy, heat, light, sound, electricity and magnetism, and atomic and nuclear physics. The honors course is designed to meet the needs of the more academically able student. (Prerequisites: Algebra 1; Biology and Chemistry recommended. Honors level is based upon a combination of standardized test scores, past performance in science and math, teacher recommendations, and established enrollment limits. Current enrollment in Algebra 2 or an advanced math is recommended for students in the honors course.)

AP PHYSICS C-M (Mechanics)
A first year, calculus-based college level Physics course that has been audited and approved by the College Board's Advanced Placement (AP) Program. This course is equivalent to a semester-long, calculus-based college course in classical Mechanics that includes a strong laboratory component. The Physics C course requires a more advanced knowledge of mathematics than the Physics B course. Topics covered include the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Students may be required to complete a summer assignment and/or attend additional classroom or laboratory sessions beyond the regularly scheduled classes. (Prerequisites: Pre-calculus and concurrent enrollment in Calculus, Honors Physics)

WILDLIFE PRINCIPLES: (ELECTIVE COURSE)
Wildlife Principles is a one-unit course in which students apply scientific principles to solve problems. Students will be faced with decision-making in which they must choose the best alternative from several workable possibilities. Living and dead animals are used within this course. ***This course counts as an elective and not a science credit.*** Prerequisites: Completion of Biology and Physical Science or Chemistry.

Social Studies

To satisfy graduation requirements for Social Studies, students must earn one credit in World History and Geography, one credit in United States History and Geography, one-half credit in United States Government and Civics, and one-half credit in Economics for a total of three credits in Social Studies. One-half credit in Personal Finance remains a graduation requirement. Courses are equal to one credit unless otherwise noted.

WORLD HISTORY AND GEOGRAPHY
Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world. This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

AP HUMAN GEOGRAPHY
The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. May be offered as Combined Studies with Honors English 1.

UNITED STATES GOVERNMENT AND CIVICS
This is a one-half credit course. 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. This course can be used for compliance with

T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

AP UNITED STATES GOVERNMENT AND POLITICS
AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course. Prerequisite: Departmental Recommendation

UNITED STATES HISTORY AND GEOGRAPHY (Post-Reconstruction to the Present)
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 United States resulting from the Civil Rights Movement, the 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 United States 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 United States history. The reading of primary source documents is a key feature of the United States 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 United States and global society. This course will place Tennessee history, government, and geography in context with United States history in order to illustrate the role our state has played in our nation's history.

AP UNITED STATES HISTORY
The AP United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials-their relevance to a given interpretive problem, reliability, and importance- and to weigh the evidence and interpretations presented in historical scholarship. This AP United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Prerequisite: Departmental Recommendation

ECONOMICS
This is a one-half credit course. Students will examine the allocation of scarce resources and consider 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

AP MACROECONOMICS
The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Prerequisite: Departmental Recommendation

PERSONAL FINANCE
This is a one-half credit course. This course is designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. (This course is recommended for grade 12.)

TENNESSEE HISTORY
Students will examine the history of Tennessee, including the cultural, geographic, economic, and political influences upon that history. Students will discuss Tennessee's indigenous peoples as well as the arrival of Euro-American settlers. Students will analyze and describe the foundation of the state of Tennessee. Students will identify and explain the origins, impact, and aftermath of the Civil War. Students will discuss the rise of a manufacturing economy. Finally, students will examine and discuss the Civil Rights Movement and Tennessee's modern economy and society.

SOCIOLOGY
This is a one-half credit course. 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. *Paired with Psychology.

PSYCHOLOGY
This is a one-half credit course. 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. *Paired with Sociology.

Physical Education

Graduation requirements: 1.5 credits

- To satisfy graduation requirements, each student must complete one unit of Lifetime Wellness and ½ unit of Physical Education.
- ½ PE credit can be satisfied by either taking a PE elective course or complete 65 hours during a school of documented physical activity outside of the school day in a school-related area such as Marching Band, TSSAA-approved sports, Cheerleading, Dance Team, JROTC, or School-related club/activity approved by the Supervisor of Wellness, PE, and Athletics.
- Students can take three courses in PE for an elective focus.

PHYSICAL EDUCATION 1
A one-unit elective course. The goal of Physical Education 1 is to provide a variety of activities through four strands: Health Related Fitness; Individual Sports; Team Sports; and Basic Gymnastic Fundamentals. Each unit within the strand will be designed to teach the basic skills, rules and strategies necessary to understand and perform a variety of activities. This course is a prerequisite for Advanced Physical Education.

LIFETIME WELLNESS
A one-unit course required for graduation for students in grade 9. The goal of Lifetime Wellness is for students to learn a lifelong process of positive lifestyle management that seeks to integrate the emotional, social, intellectual, and physical dimensions of self for a longer, more productive and higher quality of life. The course consists of the following state standards: Disease Prevention and Control; Mental Health; Nutrition; Physical Fitness and Related Skills; Safety and First Aid; Sexuality and Family Life; and Substance Use/Abuse.

Family Life Education and HIV/AIDS Education are included in the Wellness standards. These topics are mandated by State Law (Public Charter No. 565). Parents have the option to have their child exempted and placed in an alternate learning environment during the Family Life instruction. A parent may complete and return the “opt out” form sent home with each student before instruction begins. Parents are welcome to review the Family Life and HIV/AIDS education curriculum and materials by contacting their child’s teacher at the school. Knox County Schools and the Knox County Health Department have employed a School Health Educator, whose primary responsibility is to deliver the Family Life curriculum in collaboration with the Health and Wellness teachers. Only Knox County Schools' staff and Knox County Health Department personnel will deliver this important and delicate curricular material. Family Life education is taught in 6th, 8th and 9th grades.

ADVANCED PHYSICAL EDUCATION
A one-unit elective course. The goal of Advanced Physical Education is to provide progressive skills, techniques and strategies in various activities. (Prerequisite: Physical Education 1) Can be taken for multiple credits.

ADV CONDITIONING AND ADVANCED STRENGTH TRAINING
A one-unit elective course designed to allow students to make gains in conditioning, muscle tone, and strength while emphasizing the importance of making an active healthy lifestyle a lifelong practice. Health and skill related activities such as flexibility, speed, agility, coordination and power, along with self-discipline and a positive attitude will be the content focus. Proper nutrition will also be examined and emphasized. Physical Education I is not a prerequisite for this course. Can be taken for multiple credits.

ADVANCED PE: COACHING AND OFFICIATING
A one-unit elective course designed to be engaging and informative. It offers an inclusive and innovative point of view that incorporates the learner to be in a position to make the call on the court, field, mat, pitch, or track. The aim of this course is to help students develop leadership, time management and conflict resolution skills, and become immediately employable. Students will receive certification in at least one sport by the end of the semester. Physical Education I is not a prerequisite for this course. Can be taken for multiple credits. Class fee required unless a grant is received.

FITNESS
An elective course emphasizing the importance of improving and maintaining a healthier cardiovascular system. Skills taught to achieve this goal include muscular endurance, muscular strength, cardiovascular endurance, flexibility, and body composition. Regular aerobic workouts through the participation in aerobic routines, games, and various other activities accompanied by a fitness assessment will be the primary instructional focus of this course. Physical Education I is not a prerequisite for this course. Can be taken for multiple credits.

NJROTC 1
J.R.O.T.C. is a program provided jointly by the Knox County School System and United States Department of Defense. The curriculum is designed to help each student achieve the following goals: (1) Develop habits of orderliness, precision, and respect for authority in our society; (2) Instill patriotism; (3) Develop a high degree of personal honor, self-reliance, individual discipline and leadership; (4) Instill pride, self-respect, confidence, and a desire to do one's best in any endeavor; and (5) Promote a basic understanding of national security requirements and the role of the armed service in the national defense structure. May be taken for multiple credits.

ADVANCED NJROTC 2 and 3
J.R.O.T.C. is a program provided jointly by the Knox County School System and United States Department of Defense. The curriculum is designed to help each student achieve the following goals:

(1) Develop habits of orderliness, precision, and respect for authority in our society; (2) Instill patriotism; (3) Develop a high degree of personal honor, self-reliance, individual discipline and leadership; (4) Instill pride, self-respect, confidence, and a desire to do one's best in any endeavor; and (5) Promote a basic understanding of national security requirements and the role of the armed service in the national defense structure. May be taken for multiple credits.

Fine Arts

Graduation Requirements: 1 credit
Students can take an additional three courses in the fine arts for an elective focus.

DEVELOPMENT OF ROCK AND ROLL
This course is designed as a survey of rock and roll music, from its very roots to the music today. Students will develop knowledge and understanding of the musical elements of rock and roll and the major artists within each period. Students will identify the different styles that make up each period and study the social and cultural connections in the creation of rock and roll. Class participation, attendance, maintaining a journal, and completion of all assignments is required.

MUSIC THEORY (THEORY AND HARMONY)
A course for students with a particular interest and aptitude in music. Emphasis is on an in-depth study of music fundamentals through ear training and reading and writing music. Musical analysis as well as simple rhythmic, melodic, and harmonic dictation will be explored.

MUSIC HISTORY
Music History courses may be survey based beginning in the medieval era and ending in contemporary times or specific to a movement, culture, time period, place, or identity (i.e. gender, race, etc.) Students will examine and respond to the historical, cultural, and societal aspects of music-making.

GENERAL MUSIC- STUDIO CONCENTRATION
General music studio-based classes provide students with a focus on creating and performing. Students in studio-based classes may concentrate on performance of specific instruments (guitar, keyboard, steel drums, etc.) or small ensembles (rock band, plucked instruments, etc.). Classes may also be compositionally focused (music production, digital music, song writing, etc.). *There is no prerequisite for these classes. These classes may be repeated.*

MARCHING BAND (FALL)
Provides students with the opportunity of continuing the study and performance of music emphasizing traditional band literature and selected orchestral transcriptions. The course focuses on the study of the elements of music and the development of individual and group performance skills. Individual practice, after-school practice and rehearsal sessions, and performances are required. Performance opportunities include marching band, concert band, invitational and audition clinics, festivals, and contests. (Prerequisites: Previous experience and teacher approval; Instructor's signature) Can be taken for multiple credits.

BAND: CONCERT, SYMPHONIC (SPRING)
The Concert Band, Symphonic Band, and Wind Ensemble are musical groups concentrating their skills on musical performance for advanced woodwind, brass, and percussion performance. These bands play a variety of styles and types of music selected from the standard high school band

repertoire. The goal of these courses is to develop proficiency on a chosen instrument through rehearsals, lessons and various performances. These bands will have several performance opportunities throughout the semester. Through these classes the students will improve instrumental skills, elevate performance skills as well as develop an understanding of the performance process. All National Music Standards are addressed and the highest expectations of musicianship and behavior are expected. Rehearsals and performances during the school day, before and after the regular school day, as well as on non-school days, may be required. (Prerequisite: Previous study of a band instrument and Music Instructor's signature) Can be taken for multiple credits.

BAND: PERCUSSION
Percussion Band provides students with the opportunity to continue the study and performance of music literature relative to the Percussion ensemble. The course focuses on advanced individual and group performance skills relative to the selected medium. Individual practice, after-school practice and rehearsal sessions, and performances are required. *Prerequisite is music teacher recommendation. This class may be repeated.*

VOCAL MUSIC 1
For beginning choral students who wish to study and perform a wide variety of sacred and secular choral literature of easy to medium difficulty in a variety of styles. Emphasis is placed on vocal production and basic choral techniques, intonation, phrasing, sight-reading and ear training, general musicianship skills, understanding and attitudes and the responsibility of individuals to the group. There are no prerequisites, although some basic minimum requirements may be recommended by the teacher. Performances and after-school rehearsals are required. Can be taken for multiple credits.

VOCAL MUSIC 2
For students who wish to study and perform a wide variety of medium to difficult sacred and secular choral literature in a variety of styles and historical periods. Emphasis will be placed on an advanced degree of musicianship and increased performance skills individually and in ensemble. The mixed chorus is for students who elect and are selected by audition to be in the group. Previous choral music experience is usually beneficial but not a prerequisite. Performances and after- school rehearsals are required. Can be taken for multiple credits.

CHORAL ENSEMBLE
Consists of students with previous choral experience selected by audition. The nature of the group may vary according to the discretion of the director and the needs of the school music program. Examples are: Chamber Choir, Madrigal Singers, Pop Ensemble, and Show Choir. Emphasis is placed on an advanced degree of musicianship, increased harmonic and rhythmic reading skills, and increased performance skills. Opportunities are provided for performance in school and community. Performances and after-school rehearsals are required. Choreography and/or costumes may be required by the teacher for some ensembles. This is an auditioned group. Can be taken for multiple credits. *(Available for 10th-12th grade students, not available for 9th grade students as of the 2025-2026 school year.)*

HONORS COURSES FOR BAND AND CHORUS
Honors courses are offered in both instrumental and vocal music. Students that enroll in an honors course will be required to complete all of the requirements for their chosen area of study (band or chorus) as well as the honors course requirements listed in the Knox County Schools Honors Course Credit Contract for instrumental and vocal music. Honors courses require a yearlong commitment. Students must be enrolled in the course for both the fall and spring semesters and must complete all

of the requirements above before honors credit will be given for the course. (Prerequisites: Previous band or chorus experience and teacher approval).

THEATRE ARTS 1
A one-unit course for students who have an interest in drama and wish to learn the history of theatre and improve their abilities in communicating and appearing before a group. The curriculum includes exercises in pantomime, improvisation, basic stage direction, play reading, theatre history, stagecraft, basic acting skills, and oral interpretation. (Elective credit)

ADVANCED THEATRE ARTS
For students who have completed Theatre Arts I and who wish to expand their interpretative skills and knowledge of theatre. The curriculum includes further study of oral and dramatic interpretation of prose and poetry. An interview with the teacher and/or auditions for admission may be required. (Elective credit) (Prerequisite: Theatre Arts I) Can be taken for multiple credits.

ADVANCED THEATRE ARTS - STAGE CRAFT
Stagecraft is a one-unit elective course for students who have an interest in developing an overall understanding of the aspects of theatre production. Students will develop skills in lighting, sound, set construction, set painting, props, program/poster design, costuming, makeup, and publicity.
Prerequisite: Theatre Arts I; an interview with the teacher and/or auditions for admission may be required *Can be taken for multiple credits.*

VISUAL ART 1
A one-unit survey course designed for students in grades 9-12 who are enrolling in a high school art course for the first time. Provides a variety of experiences that build on the concepts, techniques, and use of media introduced in the middle school program. Generally laboratory in nature, Art I explores and gives experience in two-dimensional (drawing, painting, printmaking) and three-dimensional (sculpture, ceramics, textiles) formats and integrates art history, design principles, and aesthetic criticism and response. **This course is a prerequisite for all other advanced art coursework.**

ADVANCED ARTS COURSES
For students who have successfully completed Visual Art 1 and, who, in the judgment of the instructor, show a sufficient level of interest and/or ability that would warrant continued study in Visual Art. Based on approved curriculum guides, the program of study may be divided into the following topics or areas of concentration: *Sculpture, Painting, Ceramics, Drawing, or Printmaking.* Students may continue in Advanced Art on a space-available basis and may repeat Advanced Art up to seven times at the determination of the instructor. (Prerequisite: Adv Art General: Art 2 and teacher recommendation.)

GENERAL DESCRIPTION OF AP ART
If there are not a sufficient number of students to create an entire class, students electing to pursue the requirements for completion of the Advanced Placement Art curriculum may do so within the structure of the regular Advanced Art class. These students may be scheduled into any Advanced Art class and the student and instructor will develop an individual plan by which the student may receive Advanced Placement credit. (AP students may not be scheduled into Art I classes.) These courses follow the course descriptions as provided by the College Entrance Examination Board. Each of these courses requires a high degree of commitment and self-discipline on the part of the student due

to the rigorous curriculum and the individualized course structure. AP classes may not be repeated. However, students can choose to take AP 2-D Art and Design, AP 3-D Art and Design, AP Drawing, and AP History of Art without repeating.

GENERAL DESCRIPTION OF AP ART PORTFOLIOS
The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year.

AP STUDIO ART- DRAWING PORTFOLIO
The Advanced Placement Drawing Portfolio is designed to include a very broad interpretation of drawing issues. Many types of painting, printmaking, studies for sculpture, and some forms of design, as well as abstract and observational works, could qualify as addressing drawing issues. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Works of photography, videotapes and computer-generated works may not be submitted for the drawing portfolio.

AP STUDIO ART- 3-D ART AND DESIGN
This portfolio is intended to address a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts may be articulated through additive, subtractive, and/ or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These might include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts or metal work, among others.

AP STUDIO ART- 2-D ART AND DESIGN
This portfolio is intended to address a very broad interpretation of two-dimensional (2D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency in 2D design using a variety of art forms. These could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking, etc. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio.

COMPUTER SCIENCE HIGH SCHOOL
This high school course is an introduction to the basics of the Python programming language with an emphasis on artificial intelligence applications and data analysis. It is a comprehensive class which introduces the concepts of algorithmic-thinking. Students will learn best practices in programming while completing a variety of exercises, assessments, and projects. This course meets the high school computer science requirement.Graduation requirement beginning with the class of 2028.

Academic Success

Graduation option:
Students can complete a combination of three courses in Peer Tutoring and Leadership to satisfy a Human Services elective focus

FRESHMAN SEMINAR
The Freshman Seminar course is a transition course for ninth grade students to prepare them for success in the Knox County High Schools. By design, the course provides new high school students with an orientation experience where they learn more about their interests and aptitudes; learn important study, life, and professional skills; and develop their knowledge about postsecondary pathways for college and careers. A portion of the course is customized around the career pathways students can access in high school. Through a blended learning experience, students will explore careers and gain a better understanding about them. They will also learn about the courses in the pathway that lead to the different careers. Freshman Seminar allows students dedicated time to focus on their future, understand what it takes to be successful in high school, post-secondary education, and in the workforce.

PEER TUTORING
Peer Tutoring is designed for students who desire to give academic and social support to fellow students with a disability. Students may earn multiple elective credits in this course. Application with teacher recommendation and approval from school counselor and administrator is required.

ADVANCED PEER TUTORING
Continuing credits in peer tutoring opportunities. Students may earn multiple elective credits in this course. Application with teacher recommendation and approval from school counselor and administrator is required.

CREDIT RECOVERY - EDGENUITY (SKILLS FOR POST-SECONDARY READINESS)
Credit Recovery is a course-specific, skill-based, extended learning opportunity for students who have previously been unsuccessful in mastering the content or skills required to receive course credit. Credit recovery offers opportunities for students to recover credits lost due to transferring schools, failing courses, and other extenuating circumstances (i.e. illness, death of a family member, family issues, etc.) to stay in school and graduate on time.

Special Education

SPED Diploma Pathway

Alternate Academic Diploma The alternate academic diploma (AAD) is a diploma option for students who are assessed on the state alternate assessments. It recognizes the academic learning and success of students with the most significant cognitive disabilities by counting toward the district graduation rate. It is recommended that the IEP team decides if the student will pursue the AAD before entering high school so that the student has time to earn all the required credits.

COMPREHENSIVE PROGRAM 9-12 (ELA)
This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for English II prior to graduation with a special education diploma.

READ FUNCTIONAL READING SKILLS
This course is designed for 12th grade students with a qualifying disability as documented in the IEP and on a special education diploma path.

COMPREHENSIVE PROGRAM 9-12 (Math)
This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for Algebra I prior to graduation with a special education diploma.

MATH FUNCTIONAL MATH SKILLS
This course is designed for 12th grade+ students with a qualifying disability as documented in the IEP and on a special education diploma path.

COMPREHENSIVE PROGRAM 9-12 (SCIENCE)
This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course is aligned to grade level/content standards but does not meet graduation requirements for a regular diploma. Students enrolled in this course will take the state required EOC for Biology I prior to graduation with a special education diploma.

COMPREHENSIVE PROGRAM 9-12 (Social Studies)
This course is designed for students with more severe disabilities who require a replacement of core, content instruction. This course is aligned to grade level/content standards but does not meet

graduation requirements for a regular diploma. Students enrolled in this course are not required to take a state EOC.

WORK-BASED LEARNING

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

ACADEMY PATHWAYS

Graduation Requirements:
A pathway can be achieved by taking at least three courses within one of the Career and Technical Education (CTE) clusters. A pathway is also called an Elective Focus or Focused Plan of Study. These 3 credits are a requirement for graduation. Courses that are aligned to state-approved National Industry Certifications are labeled as "NIC" courses. Students who participate in CTE courses with the "NIC" label may be eligible for additional quality points and final-grade percentage points based upon the Knox County Board of Education's Uniform Grading Policy (I-341).

Academy of Business & Design

Counselor- Jennifer Pointer

Principal- Colin Kiehlmeier

Digital Arts & Design	Entrepreneurship	Marketing Management
Course Progression	**Course Progression**	**Course Progression**
Digital Arts & Design 1- LDC	Marketing & Management 1 NIC, LDC	Marketing & Management 1 NIC -LDC
Digital Arts & Design 2- LDC	Entrepreneurship	Marketing & Management 2
Digital Arts & Design 3 NIC, LDC	Business & Entrepreneurship Practicum	Retail Operations NIC
WBL (Yearbook)	WBL	WBL
DE Photography		Social Media & Analytics NIC-*Elective*

Digital Arts & Design I: Digital Arts & Design is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions that effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.
Credit: 1 - Grade Level 10
Note: Local Dual Credit Course by assessment opportunity with PSCC

Digital Arts & Design II: Digital Arts & Design II is a course that builds on the basic principles and design process learned in the introductory Digital Arts & Design I course. Upon completion of this course, proficient students will be able to perform advanced software operations to create photographs and illustrations of increasing complexity. Students will employ design principles and use industry software to create layouts for a variety of applications. Standards in this course also include an overview of art and design industries, career exploration, and business management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.
Recommended Prerequisite(s): Digital Arts & Design I
Credit: 1 - Grade Level 10
Note: Local Dual Credit Course by assessment opportunity with PSCC

Digital Arts & Design III (NIC): Digital Arts & Design III is the third course in the Digital Arts & Design program of study. Applying design skills developed in prior courses, students will expand their creative and critical thinking skills to create comprehensive multimedia projects and three-dimensional designs. Upon completion of this course, proficient students will be able to use industry-standard software to create multimedia projects, web pages, three dimensional models, and animations. Students will utilize research techniques to plan and enhance project outcomes. Standards in this course also include professionalism and ethics, career exploration, and business and project management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.
Recommended Prerequisite(s): Digital Arts & Design II; Teacher cannot teach both options during a one block class.
Credit: 1 to 2 credits Recommended Credit: If all standards in the course are covered, the course is recommended for two credits. If only one credit is to be offered, two options are recommended. Option A focuses more on multimedia and web applications. Option B is tailored for programs with a specific interest in or capacity for teaching animation. Grade Level 10
Aligned National Industry Credential (NIC): Adobe Certified Associate - Illustrator or Photoshop
Note: Local Dual Credit Course by assessment opportunity with PSCC

Marketing and Management I: Principles (NIC): Marketing and Management I: Principles is the Level 2 Course for the Marketing Management and Entrepreneurship programs of study in the Marketing Career Cluster. It can also suffice as the Level 1 course in the Supply Chain Management program of study. The course focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and
services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development. Upon completion of this course, proficient students will understand the economic principles, the marketing mix, and product development and selling strategies.
Credit 1 - Grade Level 10 – 11

Note: Local Dual Credit by assessment opportunity with PSCC

Marketing & Management II: Advanced Strategies: Marketing & Management II is a study of marketing concepts and principles used in management. Students will examine the challenges, responsibilities, and risks managers face in today's workplace. Subject matter includes finance, business ownership, risk management, marketing information systems, purchasing, promotion, and human resource skills. Note for instructors*:* This course assumes many students are engaged in a work-based learning (WBL) experience such as cooperative education, internships, school-based enterprises, or similar types of worksite experiences with a local partner business. Projects in the course could benefit significantly from the use of resources and data from local businesses. Instructors are encouraged to leverage existing partnerships and to build on advisory committee relationships as they reach out to business owners or managers for authentic scenarios, materials, and other business information from which students could learn.
Prerequisite(s): Marketing & Management I: Principles
Credit 1 - Grade Level 11 – 12
Note: Principles of Marketing CLEP opportunity

Retail Operations (NIC): Retail Operations is designed to challenge students with the real world of supply chain management and merchandising services. The standards in this course are designed to prepare students with skills and knowledge related to buying, selling, human resource management, business operations, product management, promotion, and customer service. Decision-making skills, financial management, customer relations, ethics and legal issues are also addressed. Upon completion of this applied knowledge course, proficient students will have skills essential for entering careers as retail associates at entry and mid-level management as well as be prepared to enter postsecondary programs in business and marketing. The content lends itself to both work-based learning and school-based enterprises opportunities.
Prerequisite(s): Marketing & Management I: Principles
Credit 1 - Grade Level 11 – 12
Aligned National Industry Credential (NIC): NRF Rise Up - Business of Retail (Tier 2)

Entrepreneurship: Entrepreneurship is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue- producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. Upon conclusion of this course, proficient students will be able to articulate, and defend, elements of a full business plan for a new business.
Prerequisite(s): Marketing & Management I: Principles
Credit 1 - Grade Level 11 – 12

Business & Entrepreneurship Practicum: Business & Entrepreneurship Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup

environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures or continue their study at the postsecondary level.
Prerequisite: Two credits in a Business or Marketing program of study
Credit 1 - Grade Level 11-12

Social Media Marketing and Analytics: (NIC) Social Media Marketing & Analytics is a study of concepts and principles used in social media marketing. Students will examine the uses, marketing strategies and data generated by social media marketing. Subject matter includes foundational social media knowledge, social media marketing strategies, communication and ethical responsibilities.
Prerequisite(s): Marketing and Management I: Principles
Credit: 1 – Grade Level 11-12
Aligned National Industry Credential (NIC): Hootsuite Social Media Marketing

Academy of Health & Life Sciences

Counselor- Amanda Martin

Principal- Amanda Cagle

Nursing Education	Therapeutic Services	Sport and Human Performance	Dietetics & Nutrition
Course Progression	**Course Progression**	**Course Progression**	**Course Progression**
Health Science Education	Health Science Education	Health Science Education	Intro to Human Services
Human Anatomy & Physiology	Human Anatomy & Physiology	Human Anatomy & Physiology	Nutrition Across the Lifespan NIC
Medical Therapeutics NIC	Medical Therapeutics NIC	Rehabilitation Careers NIC	Nutrition Science & Diet Therapy
Nursing Education NIC	Clinical Internship NIC	Exercise Science NIC	Human Services Practicum
Medical Terminology DE	Medical Terminology DE	Medical Terminology DE	

Health Science Education: Health Science Education is an introductory course designed to prepare students to pursue careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a proficient student will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. *This course will serve as a strong foundation for all the Health Science programs of study and is a Recommended Prerequisite for all other Health Science courses*
Credit: 1 - Grade Level 10

**Health Science Education is the Level 1 Course for all programs of study within the Health Science Career Cluster.

Human Anatomy & Physiology: Human Anatomy & Physiology is a study of the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through laboratory investigations, models, diagrams, and/ or comparative studies of the anatomy of other organisms. Content includes the study of the structure and function of cells, tissues, organs, and body systems. Some schools may offer this course as dual credit in coordination with a local cooperating institution of higher education. Prerequisites: Biology 1 is required; Chemistry 1 is recommended.

Medical Therapeutics (NIC): Medical Therapeutics is found in multiple programs of study in the Health Sciences Career Cluster. The course description is provided within the Nursing

Services cluster.
Aligned National Industry Credential (NIC): Adult, Infant, and Child CPR/AED/First Aid

Rehabilitation Careers (NIC): Rehabilitation Careers is an applied course designed to prepare students to pursue careers in rehabilitation services. Upon completion of this course, a proficient student will be able to identify careers in rehabilitation services, recognize diseases, disorders or injuries related to rehabilitation services and correlate the related anatomy and physiology then develop a plan of treatment with appropriate modalities. Students enrolled in this course will complete the AHA CPR/BLS for Healthcare training and certification.
Recommended Prerequisite(s): Health Science Education
Credit: 1 - Grade Level 10 - 11
Aligned National Industry Credential (NIC): Basic Life Support (BLS) (Tier 2)

Exercise Science (NIC): Exercise Science 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 can incorporate communication, goal setting, and information collection skills in their coursework in preparation for future success in the workplace. Upon successful completion of this course, students may be eligible to sit for the Certified Physical Therapy Aide examination.
Recommended Prerequisite(s): Health Science, Rehabilitation Careers, and Anatomy & Physiology.
Credit: 1 - Grade Level 11 – 12
Aligned National Industry Credential (NIC): Physical Therapy Aide (Tier 3)

Nursing Education (NIC): Nursing Education is a capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course, if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site- based clinical with at least 24 of those hours spent in a long-term care facility, then they are eligible to take the certification examination as a Certified Nursing Assistant (CNA). Students must be at least 16 years old to be enrolled in this course and able to provide their own transportation to and from clinical sites. Standards in this course are aligned with Tennessee Nursing Education Training Program requirements. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. Note: For students to qualify for the nursing assistant certification examination, the training program must be approved at least 30 days before the first day of class by the Tennessee Department of Health Nurse Aide Training program staff. The student to teacher ratio for this course is 15:1 in a clinical setting.
Recommended Prerequisite(s): Health Science Education, Medical Therapeutics and Anatomy & Physiology

Credit: 1 - 2 - Grade Level 11 – 12
Aligned National Industry Credential (NIC): Certified Nursing Assistant

Clinical Internship (NIC): Clinical Internship is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a Prerequisite Health Science course. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. Note: Students must be at least 16 years old to be enrolled in this course and able to provide their own transportation to and from clinical sites. The student to teacher ratio for this course is 15:1 in a clinical setting. Students in this course will complete an industry credential which will vary depending on their aligned program of study, either Certified Feeding Assistant or Certified Patient Care Technician and may earn the certification. Recommended Prerequisite(s): Diagnostic Medicine, Cardiovascular Services, Medical Therapeutics, Dental Science, Pharmacological Science, Nutrition Science and Diet Therapy, Medical Assisting, Rehabilitation Careers, or Exercise Science.
Credit: 1 – 4 - Grade Level 11 – 12
Aligned National Industry Credential (NIC): Certified Feeding Assistant (Tier 3) or Certified Patient Care Technician (Tier 3)

Medical Terminology: Medical Terminology is a course designed to provide students with the opportunity to develop working knowledge of the language of healthcare professionals. Students will acquire vocabulary-building and problem-solving skills by learning prefixes, suffixes, roots, combining forms, and abbreviations commonly used in medical fields. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Upon completion of this course, proficient students will be able to apply problem- solving skills to the documentation of medical phenomena and will be able to communicate fluently in the language of medicine when working in healthcare settings.
Credit: 1 - Grade Level 11 – 12
Note: Dual Enrollment course opportunity through Roane State Community College- taught by classroom teacher as adjunct faculty or other RSCC faculty

Dietetics and Nutrition:

Introduction to Human Studies: Introduction to Human Studies is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication.
Credit: 1 - Grade Level 10
Note: This is an optional course for schools that offer both the Dietetics and Nutrition pathway as well as the Human and Social Services pathway.

Nutrition Across the Lifespan (NIC): Nutrition Across the Lifespan is a course for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursuing a

variety of scientific, health, or culinary arts professions. Upon completion of this course, proficient students will understand human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Biology I, Chemistry I, Human Anatomy & Physiology (A&P), and Scientific Research, and the National Standards for Family and Consumer Sciences Education, Second Edition. During this course, students will have the opportunity to complete material and take an examination to earn ServSafe Food Handler certification.
Credit: 1 - Grade Level 10
Aligned National Industry Credential (NIC): ServSafe Food Handler
Note: Local Dual Credit by assessment opportunity with MTSU

Nutrition Science and Diet Therapy: Nutrition Science and Diet Therapy is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasis on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned to Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Mathematics, and Tennessee Biology I, Chemistry I, Human Anatomy & Physiology (A&P), and Scientific Research standards, as well as the National Standards for Family and Consumer Sciences Education, Second Edition.
Prerequisite(s): Nutrition Across the Lifespan.
Credit: 1 - Grade Level 11
Aligned National Industry Credential (NIC): National Work Readiness & Diet Therapy
Note: Dual Enrollment Course opportunity with MTSU

Human Services Practicum:
Human Services Practicum is a capstone course in the human services cluster 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 human services cluster. 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. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects as well as Tennessee State Standards for Psychology and Sociology.
Prerequisite(s): Family Studies or Nutrition Science and Diet Therapy.
Credit: 1 - Grade Level 12

Academy of Modern Industry & Technology

Counselor- Beth Brown

Principal- Jeff Black

Automotive Maintenance & Light Repair	Automotive Collision Repair	Networking Systems	Agriculture (Horticulture Science)
Course Progression	**Course Progression**	**Course Progression**	**Course Progression**
Maintenance & Light Repair 1	Introduction to Collision Repair	Computer Science Foundations NIC	Agriscience
Maintenance & Light Repair 2	Collision Repair: Non-Structural NIC	CyberSecurity 1	Principles of Plant Science & Hydroculture NIC
Maintenance & Light Repair 3 NIC	Collision Repair: Painting & Refinishing NIC	CyberSecurity 2	Landscaping & Turf Science
Maintenance & Light Repair 4	DE Collision Repair	WBL Help Desk	
WBL Maintenance & LIght Repari	WBL Collision Repair		

Maintenance & Light Repair:

Maintenance and Light Repair (MLR) I:

MLR I prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing all the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.
Credit: 1 - Grade Level 10

Maintenance and Light Repair (MLR) II:

MLR II prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3

tasks will be accomplished. These tasks are notated in these standards.
Recommended Prerequisite(s): Maintenance and Light Repair I
Credit: 1 - Grade Level 10

Maintenance and Light Repair (MLR) III (NIC):
MLR III prepares students for entry into Maintenance and Light Repair IV. Students study and service suspension and steering systems and brake systems. Upon completing all the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.
Recommended Prerequisite(s): Maintenance and Light Repair II
Credit: 2 - Grade Level 11
Aligned National Industry Credential (NIC): Automotive Service excellence Entry-Level Certification: Maintenance and Light Repair Certification; NC3 Snap-On Multimeter Certification

Maintenance and Light Repair (MLR) IV:
MLR IV prepares students for entry into the automotive workforce or into postsecondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills. Upon completing all the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards.
Recommended Prerequisite(s): Maintenance and Light Repair III
Credit: 2 - Grade Level 11-12

Automotive Collision Repair:

Introduction to Collision Repair:
Introduction to Collision Repair is a foundational course in the Automotive Collision Repair program of study for students interested in learning more about automotive collision repair technician careers. Upon completion of this course, proficient students will be able to identify and explain the basic steps in the collision repair process, emphasizing the tools, equipment, and materials used. They will be able to describe the major parts of an automobile body and safely perform basic procedures in preparing automotive panels for repair, applying body filling, and preparing surfaces for painting. Standards in this course include career investigation of the opportunities in automotive collision repair as well as an overview of the history of automobile design and construction. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and the National Automotive Technicians Education Foundation (NATEF)

standards, a national framework of industry-benchmarked standards.* Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair. Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum.
Credit: 1 - Grade Level 10

Collision Repair: Non-Structural (NIC):
Collision Repair: Non-Structural is for students who wish to obtain in-depth knowledge and skills in repair procedures for non-structural repairs in preparation for postsecondary training and careers as collision repair technicians. Upon completion of this course, proficient students will be able to analyze non-structural collision damage and write and revise repair plans. Students will read and interpret technical texts to determine, understand, and safely perform appropriate repair techniques and procedures. Standards in this course include preparing vehicles for repair, removing, and replacing panels and body components, metal finishing, body filling, removing and replacing moveable glass and hardware, metal welding and cutting, and repair of plastics. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and the National Automotive Technicians Education Foundation (NATEF) standards, a national framework of industry benchmarked standards.* Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair. Students completing this course will be eligible to take the examination for ASE Professional Certification in Non-Structural Analysis and Damage Repair (B3). Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum.
Recommended Prerequisite(s): Introduction to Collision Repair
Credit: 1 - 3 - Grade Level 10 – 12
Aligned National Industry Credential (NIC): Automotive Service Excellence Entry-Level Certification: Nonstructural Analysis Repair

Collision Repair: Painting & Refinishing (NIC):
Collision Repair: Painting & Refinishing is for students who wish to obtain in-depth knowledge and skills in automotive painting and refinishing procedures in preparation for postsecondary training and careers as collision repair technicians. Upon completion of this course, proficient students will be able to develop, document, and implement refinishing plans for given vehicles. Students will read and interpret technical texts to determine, understand, and safely perform appropriate repair techniques and procedures. Standards in this course include surface preparation; spray gun and related equipment operation, paint mixing, matching, and applying; diagnosis and correction of paint defects; and final detailing. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and the National Automotive Technicians Education Foundation (NATEF) standards, a national framework of industry- benchmarked standards.* Students completing the Automotive Collision Repair program of study will be eligible to take the examination for Automotive Student Excellence (ASE) Student Certification in Collision Repair Students completing this course will be eligible to take the examination for ASE

Professional Certification in Painting & Refinishing (B2). Some tasks are assigned a "High Priority (HP)" designation. NATEF accredited programs must include at least 95% of the HP-I (Individual) tasks and 90% of the HP-G (Group) tasks in the curriculum.
Recommended Prerequisite(s): Introduction to Collision Repair
Credit: 1 - 3 - Grade Level 10 – 12
Aligned National Industry Credential (NIC): Automotive Service Excellence Entry-Level Certification: Painting and Refinishing

CyberSecuritys:

Computer Science Foundations (NIC):
This course is intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, Web Design, and Cybersecurity. As a result, students will complete all core standards, as well as standards in two of four focus areas. Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient 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. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.
Credit: 1 - Grade Level 10
Aligned National Industry Credential (NIC): CompTIA Tech+
Note: This course satisfies the new Computer Science Requirement

Cybersecurity I (NIC):
Cybersecurity I is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system.
Recommended Prerequisite(s): Computer Science Foundations
Credit: 1 - Grade Level 10-11
Aligned National Industry Credential (NIC): CompTIA Security+ (Tier 3)
Note: Local Dual Credit by Industry Credential (CompTIA Network+) opportunity with PSCC

Cybersecurity II (NIC):
Cybersecurity II challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while

expanding the content to include malware threats, cryptography, wireless technologies, and organizational security. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity.
Recommended Prerequisite(s): Cybersecurity I
Credit: 1 - Grade Level 11-12
Aligned National Industry Credential (NIC): CompTIA Network+ (Tier 3)

Cybersecurity Practicum (NIC):
Cybersecurity Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Cybersecurity courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of cybersecurity applications. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in cybersecurity and will be equipped to market their finished product should they choose.
Recommended Prerequisite(s): Cybersecurity II
Credit: 1 - Grade Level 11 – 12
Aligned National Industry Credential (NIC): CompTIA A+ (Tier 3)

Horticulture Science:

Agriscience:
This is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology plays in the twenty-first century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee state standards in Anatomy and Physiology, Biology I, Biology II, Chemistry I, Chemistry II, Environmental Science, Physical Science, Physics, and Physical World Concepts, as well as the National Agriculture, Food, & Natural Resources Career Cluster Content Standards. This course counts as a lab science credit toward graduation requirements.
Credit: 1 - Grade Level 9
Note: Local Dual Credit by assessment opportunity with MTSU

Principles of Plant Science & Hydroculture (NIC):
Principles of Plant Science & Hydroculture focuses on essential knowledge and skills related to the science of plant growth. This course covers principles of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics. Upon completion of this course, proficient students will be prepared for more advanced coursework in horticulture science. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in

Mathematics, Tennessee state standards for Biology I, Biology II, Ecology, and Environmental Science, and National Agriculture, Food, & Natural Resources Career Cluster Content Standards.
Prerequisite(s) Agriscience
Credit: 1 - Grade Level 10
Aligned National Industry Credential (NIC):BASF Plant Science Certification
Note: Local Dual Credit by assessment opportunity with MTSU

Landscaping and Turf Science:
Landscaping and Turf Science is an applied course designed to provide challenging academic standards and relevant technical knowledge and skills needed for further education and careers in landscape design, maintenance, and turf management. Content includes site analysis and planning, principles of design, and plant selection and care techniques. Upon completion of this course, proficient students will be prepared to pursue advanced study of landscaping and turf science at a postsecondary institution. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Mathematics, and Tennessee state standards for Biology II, as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards.
Prerequisite(s) Greenhouse Management
Credit: 1 - Grade Level 12

Advanced Coursework

Many of these courses can satisfy Graduation Requirements.

- Any three AP courses comprise an Advanced Placement elective focus
- Dual Enrollment and Dual Credit courses may have stipulations set by the partnering college institution. For questions, please contact your counselor.

Advanced Placement

	Course
English	AP Language and Composition AP Literature and Composition
Math	AP Statistics AP Calculus AB AP Calculus BC
Science	AP Biology AP Chemistry AP Physics AP Environmental Science
World Languages	AP Spanish AP French
Social Studies	AP Human Geography AP US Government AP US History AP Macroeconomics
Fine Arts	AP Studio Art: Drawing Portfolio AP Studio Art: 3D Design AP Studio Art: 2D Design

Dual Enrollment

Description

Central High School provides students with an online dual enrollment option for 11th and 12th grade students who wish to pursue collegiate work beyond the curricular offerings. These courses will be offered during the regular school day, fitting flexibly into a student's schedule at any time of the day. Online classes require self-motivation to complete the work in a timely manner. Students who are not responsible or able to work independently will not experience success.

Policies

- Students taking any DE online course must have taken the ACT, earned qualifying scores, and have qualified for the Dual Enrollment Grant (https://www.tn.gov/collegepays/money-for-college/tn-education-lottery-programs/dual-enrollment-grant.html). All enrollment requirements must be fulfilled by the deadline.
- Students must adhere to the instructor's dates, times, and requirements. Requests for delays and additional time will not be permitted.
- Students who are enrolled in an online class will adhere to the online class's schedule, even if that does not coincide with Knox County Schools' scheduled breaks.
- If a student withdraws from an online course, the student will earn a failing grade (F) that is reflected on the transcript for that class.

Academic Eligibility Criteria

To qualify for any general education dual enrollment courses, students must meet the admissions requirements of the institution the student is enrolling. For example, Pellissippi State Community College requires:

- Unweighted GPA of 3.6 (No ACT score required for general courses, some courses may require ACT courses.)
- Unweighted G.P.A. of 3.0 with Minimum ACT English score: 18 andMinimum ACT Reading score: 19
- Minimum ACT Math score: 19 (for enrolling into math courses, specific Math courses may have higher ACT requirements for Math (see PSCC Dual Enrollment site)

Costs

Costs for online courses can be subsidized by the Dual Enrollment Grant. Any cost for online coursework not covered by the grant including textbooks will be the responsibility of the student.

For more information on the Dual Enrollment Grant, please visit: https://www.tn.gov/collegepays/money-for-college/tn-education-lottery-programs/dual-enrollment-grant.html .

Dual Enrollment Grant Funding Requirements:

1. A student qualifies to receive the Dual Enrollment Grant by meeting the admission requirements of the institution the student plans to attend and by applying for the grant as a resident of this state as a high school junior or senior.
2. Students may enroll at two-year or four-year eligible postsecondary institutions and continue receiving the Dual Enrollment Grant for up to ten (10) lifetime courses by maintaining all eligibility requirements and achieving a minimum cumulative 2.0 GPA for all postsecondary semester courses attempted as a recipient of the grant.
3. For students enrolled at 2-year and 4-year eligible postsecondary institutions, the per credit hour award amounts for the first five (5) dual enrollment semester hour courses is the average tuition estimated annually by the Tennessee Board of Regents at community colleges, plus an additional dual enrollment access fee of five (5%) of the average tuition.

*For a student's sixth (6th) through tenth (10th) dual enrollment semester hour courses

Student Expectations: Students will meet with the teacher/administrator overseeing the program at the beginning of the semester. A parent/student information session will be scheduled. At this session, expectations regarding computer usage and availability, textbooks, costs, ACT requirements, Pellissippi paperwork, attendance, and classwork will be discussed. A contract must be signed by both the student and parent.

Statewide Dual Credit

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.

All students enrolled in a statewide dual credit course take the 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.

DIPLOMA RECOGNITION & SEALS

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.

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Regular Diploma with Honors or Distinction:
BOE #I-373
Students may graduate with honors or distinction by meeting the criteria established for the Tennessee diploma with honors or distinction. Schools will recognize a student's distinction in the graduation ceremony with a diploma credential, wearable cord, or with a notation on the program.

Regular Diploma with Honors:
Students who score at or above all of the subject readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors. Students must satisfy all requirements for a regular diploma AND score at or above all of the following ACT subject area readiness benchmarks (or equivalent SAT scores.) Acceptable scores may be used from more than one ACT test.

SUBJECT READINESS BENCHMARKS

ENGLISH 18	MATH 22	SCIENCE 23	READING 22

Graduation with Distinction:
Students will be recognized as graduating with "distinction" by graduating with a regular education diploma, attaining a B average, and completing at least one of the following:

- Earn a national and/or state recognized industry certification;
- Participate in at least one of the Governor's Schools;
- Participate in one of the state's All State musical organizations;
- Be selected as a National Merit Finalist or Semifinalist;
- Attain a score of 31 or higher composite score on the ACT or SAT equivalent;
- Attain a score of 3 or higher on at least two Advanced Placement exams;
- Successfully complete the International Baccalaureate Diploma Programme;
- Earn 12 or more semester hours of transcripted postsecondary credit.

Some of the data used to identify students as graduates with honors or distinction may not be available prior to commencement. Therefore, all students who potentially meet the requirements will become candidates for a diploma with honors or distinction and will be recognized at individual schools' ceremonies. A final classification of all candidates will be completed once all relevant data is received.

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

Industry 4.0 Diploma

The Industry 4.0 Diploma Distinction is a diploma 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. 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 will 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. In order to ensure students and parents are well-informed about this opportunity, and to allow students to complete the requirements for the Industry 4.0 Diploma Distinction, all public high schools are required to fulfill specific obligations for students in different grades. The requirements for each grade are outlined below. Permission form linked here.

Grade 9 School Requirements
Each high school must notify all grade 9 students of the opportunity to pursue an Industry 4.0 Diploma Distinction 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 each semester of the school year.

Student and 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.

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 will be published upon State Board of Education approval. 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.

The Volunteer State Seal of Biliteracy:

The Volunteer State Seal of Biliteracy (VSSB) encourages all students to pursue the important workforce skill of biliteracy. Students who earn the award will be best prepared for college, career, and community in a global society. The seal is awarded to students who have studied and attained proficiency in two or more languages by high school graduation. The award certifies the student attained high-level proficiency of two or more languages. A seal appears on the diploma of the graduating senior as a statement of accomplishment for college admission offices and employers. Schools will recognize a student's eligibility in the graduation ceremony with a wearable cord and a notation on the program. Students who receive qualifying scores on an AP, IB or other VSSB approved assessment in the Spring of their senior year will be eligible to receive the award after graduation, provided qualifying information is submitted to the VSSB by July 1 of the year in which the student graduates.

Governor's School:

As part of the Governor's School curriculum, some participating students ***may*** have the opportunity to earn college credit from the college at which they are attending Governor's School. This college credit may be included on the high school transcript as a dual enrollment credit and calculated into the student's GPA. In order for this to occur, Knox County Schools' policy requires that, **prior** to attending Governor's School, the student must request from the high school principal that the dual enrollment grade(s) earned be listed on the transcript. The Governor's School Credit form is required for all requests. If the student ***does not*** request the dual enrollment Governor's School credit be on the transcript prior to attending Governor's School, the credit will NOT be listed on the high school transcript and the grade will not be calculated into the student's high school GPA. If the student ***does*** request the dual enrollment credit be on the transcript, then the credit will be on the transcript and the grade will be calculated into the student's GPA.

Regardless of whether the credit is on the transcript, a student may always request that a separate transcript from the Governor's School college be sent as a part of the student's college application process. NOTE: It is the responsibility of the student to understand what course(s) he/she will be taking at Governor's School, and to contact the Governor's School for the most up to date information. Not all Governor's Schools offer dual enrollment credit. TSAC will determine the annual award per semester credit hour.

Elective Focus Areas

Marketing Management	Digital Arts & Design	Entrepreneurship	STEM
• Marketing & Management 1 • Marketing & Management 2 • Retail Operations • Social Media & Analytics -Elective • WBL	• Digital Art 1 • DIgital Art 2 • Digital Art 3 • WBL (Yearbook Global Elective) • (Elective) DE Photography	• Marketing & Management I • Entrepreneurship • Business & Entrepreneurship Practicum • Social Media & Analytics -Elective • WBL	Any combination of 3 Math or Science credits beyond the 4 required Math courses and 3 Science courses
Diagnostic Services or Sport & Human Performance *(Prior to Class of 2026)*	**Nursing Services**	**Therapeutic Services**	**Dietetics & Nutrition**
• Health Science Education • Anatomy & Physiology • Diagnostic Medicine • Rehabilitation Careers • Clinical Internship	• Health Science Education • Anatomy & Physiology • Medical Therapeutics • Nursing Education Internship	• Health Science Education • Anatomy & Physiology • Medical Therapeutics • Nutrition Science & Diet Therapy • Clinical Internship	• Intro to Human Studies • Nutrition Across the Lifespan • Nutrition Science & Diet Therapy • Human Services Practicum *Elective: Psychology/ Sociology
Ag Science	**CyberSecurity**	**Automotive Maintenance & Light Repair**	**Automotive Collision Repair**
• Agriscience • Prin of Plant Sci & Hydroculture • Landscaping & Turf Science	• Computer Sci Foundations • CyberSecurity 1 • CyberSecurity 2 • WBL CyberSecurity	• DE MLR 1 • DE MLR 2 • DE MLR 3 • NIC MLR 4 • WBL MLR	• Intro to Collision Repair • Collision Repair: Non-Structural • Collision Repair: Painting & Refinishing • DE Collision RPR

Humanities	Advanced Placement (AP) or Dual Enrollment (DE)	JROTC	Physical Fitness
● Journalism 1, 2 ● Creative Writing ● Adv Creative Writing ● Mythology ● Visual Literacy ● Tennessee History ● Genre Literature ● Psychology ● Sociology ● Hon Spanish 3, 4 ● AP Spanish ● Hon French 3, 4 ● AP French ● American Sign Language 3 ● Any foreign language credit beyond the 2 required credits	Either 3 AP courses or 3 DE courses. Students using the AP/DE courses to satisfy both core and elective focus requirements must earn 28 credits to graduate.	● Navy JROTC 1, 2, 3 (Any combination of 3 credits of JROTC)	● Adv Strength & Conditioning ● Adv Phys Ed ● Sports Officiating ● Fitness (Any combination of 3 credits beyond the required ½ credit of Phys Ed)
Fine Arts			
● Visual Art 1 ● Adv Art Painting ● Adv Art Ceramics ● Adv Art Drawing ● AP Art Drawing ● AP Art Studio 2D ● AP Art Studio 3D ● Development of Rock & Roll ● Music Theory ● Music History ● Theatre Arts 1 ● General Music ● Adv Theatre Arts ● Marching Band ● Concert Band ● Percussion Band ● Vocal Music 1 ● Vocal Music 2 ● Choral Ensemble			

NCAA

NCAA Requirements for College Scholarships in Athletics:
Refer to **NCAA GUIDE FOR THE COLLEGE-BOUND STUDENT ATHLETE** for information on Division I, II, and III colleges and universities. For additional information, visit **NCAA FUTURE ELIGIBILITY CENTER**

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 the district and sent in to the NCAA Initial Eligibility Clearinghouse. For more information, visit **NCAA 48H COURSES**

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

Complete **16 core courses**:

- Four credits of English;
- Three credits of math (Algebra I or higher);
- Two credits of natural/physical science, including one credit of a lab science if offered at the student's high school;
- One additional credit of English, math, or natural/physical science;
- Two credits of social science;
- Four additional credits of English, math, natural/physical science, social science, world language, comparative religion or philosophy;
- Complete ten core courses, including seven in English, math or natural/physical science before the student's seventh semester. Once the seventh semester has started, a student may not repeat or replace any of the ten courses to improve the core course GPA;
- Earn at least a **2.3 GPA** in the core courses;

Division II:
To be eligible to compete in NCAA sports during a student's first year at a **DIVISION II** school, the student athlete must meet academic requirements for the core courses, grade point average (GPA) and test scores and meet the following requirements:

Complete **16 core courses**:

- Three credits of English;
- Two credits of math (Algebra I or higher);
- Two credits of natural/physical science, including one credit of a lab science if offered at the student's high school;

- Three additional credits of English, math, or natural/physical science;
- Two credits of social science;
- Four additional credits of English, math, natural/physical science, social science, world language, comparative religion or philosophy;
- Earn at least a **2.2 GPA** in the core courses;

Division III:

DIVISION III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play.

While Division III schools do not offer athletics scholarships, 80 percent of Division III student-athletes receive some form of merit or need-based financial aid.

Only college-bound international student-athletes need to register with the NCAA Eligibility Center. Division III schools set their own admission and eligibility standards.

Please be advised that NCAA eligibility requirements are not likely to allow credit for a course taken through recovery credit, even if it is an approved course.

For additional information, visit NCAA ELIGIBILITY CENTER. This site will provide information regarding initial eligibility at NCAA Division I and II member colleges and universities. The NCAA Eligibility Center serves three main constituent groups: prospective student-athletes, high school administrators, and NCAA member institutions.