

Tennessee High School Summary Sheet

COURSE REQUIREMENTS AT THS

There are 28 credits required for graduation.

CLUBS

A summary of clubs and membership requirements is included in the THS Student Handbook.

COMMUNITY SERVICE HOURS

Service is defined through the voluntary contributions made by a student to the school or a community agency, done without compensation or course credit, and with a positive, courteous, and enthusiastic spirit. Students who complete 10 community service hours each semester will be recognized at graduation.

GPA AND CLASS RANK

Student grade point averages and class rank are calculated at the end of each semester.

LETTER	NUMERICAL GRADE	GRADE POINT VALUE
A	93 – 100	4 points
B	85 – 92	3 points
C	75 – 84	2 points
D	70 – 74	1 point
F	69 and below	0 points

The overall grade point average is computed by totaling all the grade points and dividing the total by the number of courses taken.

Example: A student makes a 95A, 85B, 92B and an 84C. Add the numerical values of $4+3+3+2= 12$; then divide 12 by 4 (the number of classes) to calculate a GPA of 3.0.

REGISTRATION

Students will complete registration in the spring of 2019 for the 2019–2020 school year.

SCHOLARSHIPS

Scholarship information is announced on Viking news and placed on the counseling office webpage at

<http://tennesseehighschool.tn.bsh.schoolinsites.com/?PageName=%27Guidance%27> .

STUDENT ATHLETES

If students aspire to participate in collegiate athletics, they should be mindful of the NCAA course requirements. Students also need to satisfy the GPA and test score requirements on the NCAA sliding scale. Please remember that the NCAA only considers grades in core classes for eligibility purposes. Please visit <http://www.ncaa.org/wps/wcm/connect/public/NCAA/Eligibility/index.html> for more information.

TESTING TERMS

Test requirements vary among colleges as does the weight the test scores carry in the admissions decision. Below are definitions of the most widely used tests:

PreACT: The PreACT gives students an estimated ACT test score and can be used as an indicator of college and career readiness. Scores range from 0 to 36. A career inventory is incorporated into the assessment which aids in career planning and course selection.

ACT: The ACT combines certain aspects of both the SAT I and SAT II into one test. It is a multiple-choice test and the scores range from 0 to 36. There are four parts to the test: English, Social Sciences, Natural Sciences and Mathematics. The Writing Test is optional.

PSAT/NMSQT: The Preliminary Scholastic Aptitude Test and the National Merit Scholarship Qualifying Test provide a practice SAT test for college bound students in the fall of their junior year.

SAT : The Scholastic Aptitude Test is one of the factors used as college admissions criteria. It is a multiple-choice test that is designed to test the student's aptitude for scholastic work (not intelligence). The SAT is usually taken in the spring of the junior year and again in the fall of the senior year. Scores are broken down into critical reading, mathematical and writing categories and range from 200 to 800 per section. Total scores range from 400-1600, where 1600 would be a perfect score. Colleges differ on the average SAT score which they expect of applicants.

AP: Advanced Placement Tests are usually taken after a student has completed an Advanced Placement course in a specific academic area. These tests normally cost \$93.00. Students can earn college credit and/or advanced standing in college based on their scores that range from 1 to 5.

Tennessee High School Code: (for SAT I, SAT II and ACT tests): **430180**

TENNESSEE HOPE SCHOLARSHIP **(Lottery Scholarship)**

Award Amount: \$1750 per semester for a four year college/university or \$1500 per semester for a two-year college.

Students must meet the following requirements:

- Entering freshmen must have a minimum of a 21 ACT (980 SAT), exclusive of the essay and optional subject area battery tests OR
- Overall weighted minimum 3.0 grade point average (GPA)

(General Assembly Merit Scholarship)

Award Amount: \$1,000 in addition to Hope Scholarship funds

Students must meet the following requirements:

- Students graduating from a Tennessee public school must have a minimum 3.75 weighted GPA AND 29 ACT (1280 SAT), exclusive of the essay and optional subject area battery tests.

(Wilder-Naifeh Technical Skills Grant)

Award amount – Amount varies based on amount left after all other aid is applied.

Wilder-Naifeh Technical Skills Grant Recipients Must:

- Enroll in a certificate or diploma program at a Tennessee Technology Center.
- Cannot be prior recipient of Tennessee HOPE Scholarship or Wilder-Naifeh Technical Skills

Grant

- Available to all students enrolled at a Tennessee Technology Center who are TN residents 1 year prior to the term school begins

TENNESSEE PROMISE

Tennessee Promise offers two years of tuition-free community or technical college to Tennessee high school graduates beginning with the class of 2015. A critical component is the individual guidance each participant will receive from a mentor who will assist the student as he or she navigates the college admissions process. In addition, Tennessee Promise participants must complete eight hours of community service per term enrolled, as well as maintain satisfactory academic progress (2.0 GPA) at their institution.

Award Amount – Amount varies based on the amount of remaining tuition and mandatory fees after all other aid has first been applied.

TN SCHOLARS

This is a program designed to recognize students for academic excellence, good attendance and community involvement. Please visit <http://www.tnscholars.org/> for more information.

TUTORING

Tutoring is available after school with individual teachers. Students may also attend the Afterschool program for tutoring and activities; this program is available Monday-Thursday from 2:30-5:30 PM.

NORTHEAST STATE “DUAL CREDIT” PROGRAM

Northeast State Community College, in partnership with Tennessee High, enables high school students to take selected high school courses which may later articulate to Northeast State. Articulation means that the student, upon demonstrating subject matter competency at the college level, can receive credit for college-level courses upon enrollment at Northeast State. This partnership enables the student/the college/and the State of Tennessee to save time and money while at the same time results in the student getting an early start to college, graduating earlier, and entering the workforce sooner.

CTE students must pass the articulation assessments with a minimum grade of a "C". Health-Related Professions students must pass with a minimum grade of a "B". The college credit will then be transcribed to the student's transcript upon enrollment and continued student status beyond the two week enrollment period. See CTE course listings starting on page 33.

Students may bring up to *eight hours* of college level credit with them upon enrollment at Northeast State within two years of graduation from high school.

SUMMER READING

Summer Reading will be required of all English classes. Summer reading information will be available on the Tennessee High School website.

Programs of Study 2019-2020

Students must complete 3 electives from a single Program of Study (POS) per graduation requirements.

Academic

Advanced Placement

AP Art
AP Biology
AP Calculus
AP Chemistry
AP Literature and Composition
AP Human Geography
AP Physics 1
AP Psychology
AP US History
AP Language and Composition
AP Music Theory
AP Spanish Language and Composition
AP Computer Science

Fine Arts

Concert Choir
Instrumental Music
Music Theory
Art 1, Art 2, Art 3
AP Art
Percussion
Color Guard
Madrigals
Theatre Arts 1, Theatre Arts 2
AP Music Theory
Women's Ensemble
Color Guard
Digital Arts 1

Math/ Science

Pre-Calculus
AP Calculus
Statistics
Chemistry/Physics
AP Chemistry
Environmental Science
AP Physics 1
AP Biology
Anatomy and Physiology

JROTC

JROTC 1, 2, 3, 4, 5, 6

Humanities

Creative Writing 1
German 1, 2, 3, 4
Public Speaking
AP English Literature
Mandarin Chinese 1, 2, 3, 4
Spanish 1, 2, 3, 4
AP Spanish
Journalism (Yearbook)
Journalism (Maroon & White)
AP English Language
Mythology/Etymology
French 1, 2, 3,
Psychology/ AP Psychology
Contemporary Issues

Career and Technical Education

Advanced Manufacturing

Machining Technology:
Principals of Manufacturing
Principals of Machining 1
Principals of Machining 2

Architecture & Construction

Residential & Commercial Construction:
Fundamentals of Construction
Residential & Commercial Construction 1
Residential & Commercial Construction

Career & Technical Education (Continued)

Arts, A/V Technology & Communication Sector

Broadcasting:
A/V Production 1
A/V Production 2
A/V Production 3

Digital Arts & Design:
Digital Arts & Design 1
Digital Arts & Design 2
Digital Arts & Design 3

Business Management & Administration Sector

Business Management:
Intro to Business and Marketing
Business Communications
Business Management

Information Technology Sector

Coding:
Computer Science Foundations
Coding 1
Mobile App Development
AP Computer Science

Networking:
Computer Science Foundations
Computer Systems
Networking

Health Science Sector

Emergency Services**
Health Science Education
Anatomy & Physiology
Medical Therapeutics
Emergency Medical Services
Clinical Internship

Nursing Services**
Health Science Education
Anatomy & Physiology
Medical Therapeutics
Clinical Internship

Therapeutic Services**
Health Science Education
Anatomy & Physiology
Medical Therapeutics
Pharmacological Science
Clinical Internship

Human Services Sector

Cosmetology:
Cosmetology 1
Cosmetology 2
Cosmetology 3

Law, Corrections, & Security Sector

Criminal Justice & Correction Services:
Criminal Justice 1
Criminal Justice 2
Criminal Justice 3

STEM Sector

Engineering:
Principles of Engineering
Engineering Design 1
Engineering Design 2

Hospitality & Tourism Sector

Culinary Arts:
Culinary Arts 1
Culinary Arts 2
Culinary Arts 3

Transportation, Distribution, & Logistics Sector

Automotive Maintenance & Light Repair:
Maintenance & Light Repair 1
Maintenance & Light Repair 2
Maintenance & Light Repair 3
Maintenance & Light Repair 4

*Work based Learning can count as the 3rd level of all programs of study excluding the Health Science Sector.

**Dual Enrollment courses are available in all Health Science programs of study

THS Minimum Graduation Requirements

English	4 credits	English I	
		English II	
		English III	
		English IV	
Math	4 credits	Integrated Math I	Students must take a math course every year.
		Integrated Math II	
		Integrated Math III	
		One additional credit beyond Integrated Math III	
Science	3 credits	Biology	Anatomy and Physiology or Engineering Design I or II may count as a 3 rd lab Science.
		Chemistry or Physics	
		One additional Lab Science (i.e. Physical Science, AP Biology, AP Chemistry, etc.)	
Social Studies	3 credits	World History / AP Human Geography	
		U.S. History	
		U.S. Government/ Economics	
Physical Education	2 credits	Wellness	2 semesters of JROTC may substitute for Wellness.
		PE/Driver's Education	
Foreign Language	2 credits	2 semesters of the same Language	
Fine Arts	1 credit	Art, Choral Music, Theatre, Digital Art and Design, or Instrumental Music	
Program of Study	3 credits	Focused Elective Program of Study (POS)	Choose from AP, Fine Arts, Humanities, Math/Science, CTE, or JROTC
Personal Finance	.5 credit		
Electives	5.5 credits		

Total 28 Credits

Additional Requirements:

- Students (Seniors) must complete a capstone experience.
- Students must also pass a Civics exam; this is incorporated into the Economics course
- Students must take the ACT

Comparison of Graduation Honors

<u>Tennessee High School Graduates of Highest Distinction</u>	State of Tennessee Honors		<u>Tennessee Scholars</u>
	<u>Graduating with Honors</u>	<u>Graduating with "State Distinction"</u>	
4 or more completed AP credits	Score at or above all subject area readiness benchmarks on ACT	"B" average, and one of the following:	All Tennessee minimum graduation requirements plus the following:
95 or above cumulative average (taken from final term grades)	Benchmarks are:	1. Earn a nationally recognized industry certificate	2 Career Technical Education Courses (Computer class may count as 1 CTE credit)
29 or above ACT composite or	Mathematics – 22	2. Participate in at least one of the Governor's Schools	- or -
1280 or above SAT composite	English - 18	3. Participate in one of the state's All State musical organizations	2 AP credits
	Reading - 22	4. Be selected as a National Merit Finalist or Semi-Finalist	- or -
	Science - 23	5. Attain a score of 31 or higher ACT composite score	2 Dual enrollment, Dual Credit, Joint enrollment or online courses
		6. Attain a score of 3 or higher on at least 2 AP exams	- or -
		7. Successfully complete the International Baccalaureate Diploma Program	Any combination of two above
		8. Earn 12 or more semester hours of postsecondary credit recorded on transcript.	80 hours of Community Service
			"C" minimum in each TN/VA Scholars Course (Courses may be retaken to meet this requirement.)
			95% attendance over the course of 4 years (No more than 36 total days)
			No Out-of-School Suspensions

<u>Graduating with District "Distinction"</u>	State of Tennessee Honors		<u>Work Ethic Distinction</u>
	<u>Tennessee Tri-Star Scholar</u>	<u>Seal of Biliteracy</u>	
Overall GRA of 3.0 or higher	Composite score of 19 or above on the ACT	Complete 1 or more languages in addition to English	See pg. 9 for more information
Earned an industry certification in <u>student's career interest area</u> or <u>regional recognized industry certification</u>	Earn a capstone industry certification as promoted by the Tn. Department of Education	Complete all English requirements with an overall GPA of 3.0 or above in those classes	
		Score advanced, on-track, or mastered on each English EOC taken	
		Achieve a passing score on a nationally recognized foreign language proficiency assessment	

Work Ethic Diploma Distinction

The Work Ethic Diploma Distinction is a workforce readiness credential which provides students the opportunity to demonstrate key concepts which are important for success in both the workforce and postsecondary. When students earn this distinction, they are letting area employers know they put a focus on the 21st century skills and understand their role in getting hired and staying employed. Students who graduate with this distinction will be guaranteed an interview with partnering companies if they meet other qualifications.

The following companies and more recognize this distinction in Northeast Tennessee:

The Robinette Company	WorkNow!, Inc.
Ballad Health	Old Dominion Freight Line
Spherion Staffing Services	@Work Personnel Services
Mullican Flooring	Express Employment
Alcoa Howmett	Kelly Services, Inc.
TRW Automotive	Cooper Standard Automotive
Meritor, Inc.	Norris Homes
Petoskey Plastics	Baldor Electric Co.
General Electric	Kawasaki TN, Inc.
Lear Corporation	International Paper
Rich's Products Organization	Mahle Powertrain LLC
Team Technologies, Inc.	JTEKT Automotive
Lisega, Inc.	Arconic
Hutchinson	Ball Corporation
Renold Jeffrey	SI Group Inc.
Iconex, LLC.	American Appliance Products, Inc.
Bodycote	Worthington Industries
Original Footwear Co.	Phoenix Closures, Inc.
Tuff Torq Corp.	Eastern Plating, Inc.
ColorTech, Inc.	

To receive a Work Ethic Diploma Distinction, a student must earn a minimum of 20 points during their senior year from the following criteria:

1. Attendance

- 1 pt : Student has no more than 5 absences from school during their senior year.
- 2 pts : Student has no more than 3 absences from school during their senior year.
- 3 pts : Student has no more than 1 absences from school during their senior year.

2. Absence

- 1 pt : Student has no more than one unexcused absence from school during their senior year.
- 2 pts : Student has no unexcused absences from school during their senior year.

3. Tardiness

- 1 pt : Student has no more than two unexcused tardies to school during their senior year.
- 2 pts : Student has no unexcused tardies to school during their senior year.

Work Ethic Diploma Distinction (Continued)

4. Discipline

- 1 pt : Student has no more than one discipline referral during their senior year.
- 2 pts : Student has no discipline referrals during their senior year.

5. Overall GPA

- 1 pt : Student has an overall GPA of 2.0 to 2.9.
- 2 pts : Student has an overall GPA of 3.0 to 3.4.
- 3 pts : Student has an overall GPA of 3.5 or above.

6. Drug Free

- 5 pts : Student voluntarily presents written proof as being drug free.

7. CTE Coursework

- 1 pt : Student has successfully completed at least one CTE course by the end of their senior year.
- 2 pts : Student has successfully completed two CTE courses by the end of their senior year.
- 3 pts : Student has successfully completed three or more CTE course by the end of their senior year.

8. CTE Competition

- 1 pt : Student has competed in an approved regional level CTE competition during their senior year.
- 2 pts : Student has competed in an approved state level CTE competition during their senior year.
- 3 pts : Student has competed in an approved national level CTE competition during their senior year.

9. TN Promise

- 2 pts : Student is in good standing with TN Promise and has completed the required 8 hours of community service.

10. Dual Enrollment/Credit

- 2 pts : Student has successfully completed a dual enrollment, dual credit, or Advanced Placement course and has been granted credit by any post-secondary institution during or before their senior year.

11. Industry Certification

- 2 pts : Student has received a national industry certification during or before their senior year. (ie, OSHA 10 Hour, NIMS Level 1, CompTIA A+, etc.)

12. Enrollment in Post-Secondary

- 2 pts : Student is registered or has applied at a post-secondary institution for the fall of their graduating year.

13. National Career Readiness Certificate (NCRC) through ACT WorkKeys

- 2 pts : Student has achieved a Bronze Level National Career Readiness Certificate.
- 4 pts : Student has achieved a Silver Level National Career Readiness Certificate.
- 6 pts : Student has achieved a Gold or Platinum Level National Career Readiness Certificate.

14. Industry Awareness

- 1 pt : Student has participated in one industry awareness event during their senior year.
- 2 pts : Student has participated in more than one industry awareness during their senior year.
- 3 pts : Student has participated in an internship or work based learning activity.

* For additional information regarding the Work Ethic Diploma Distinction, please see CTE Director, Deidre Pendley or your Counselor.

Advanced Placement Program Expectations

The following chart is meant to give you an idea of how much time a student may be expected to prepare for each of the AP Courses. The time a student spends on assignments also varies depending on his/ her skill level. Different teachers for the same course may have slightly different expectations, but time commitment should be about the same.

Language Arts:

Course Name:	Reading per class	Study hours per class	Tests, essays and papers	Major Projects (including summer assignments)
Language and Composition	<ul style="list-style-type: none"> 3-5 major works per year Several varied passages/ nonfictional excerpts 	½ hour to 1 hour per day	<ul style="list-style-type: none"> Weekly written responses 2-3 prompts or timed writing per quarter Quizzes or tests on terms and reading as needed Suggested mock exam 	Minimum: <ul style="list-style-type: none"> 2-4 major projects during school year A summer assignment is required.
Literature and Composition	2-3 major works per quarter	½ hour to 1 hour per day	<ul style="list-style-type: none"> At least 2 AP practice timed writing assignments per quarter Two-three tests on major works per quarter Suggested mock exam 	A summer reading assignment is required.

Fine Arts:

Course Name	Reading per class	Study hours per class	Tests, essays and papers	Major Projects
Studio Art	<ul style="list-style-type: none"> Ongoing visual journal or sketchbook assignments At home completion of work 	1 hour per day	<ul style="list-style-type: none"> 6-8 pieces of work per quarter Attendance is essential Unfinished class work to be completed at home 	Development of major assignments to complete a portfolio of art work. The 4 th quarter consists of a portfolio of 24 workshops and submissions.
Music Theory	<ul style="list-style-type: none"> On average, 20-25 textbook pages are covered per week 	1-2 hours per day	<ul style="list-style-type: none"> Weekly aural assessments (listening and singing) 3-4 tests per quarter Mid-term and final exams 	<ul style="list-style-type: none"> Mid-term project Final composition project

Mathematics:

Course name	Reading per class	Study hours per class	Tests, essays and papers	Major Projects
Calculus AB	5-10 pages	1-2 hours per day	<ul style="list-style-type: none"> • Tests • Quizzes (daily) • Communication of mathematical processes and mathematical reasoning is essential 	<ul style="list-style-type: none"> • Review Notebook • Practice Free Response Questions • Homework packet
Computer Science Principles	5-10 pages	1-2 hours per day	<ul style="list-style-type: none"> • Tests • Quizzes 	<ul style="list-style-type: none"> • Review Notebook • Practice Homework

Science:

Course name	Reading per class	Study hours per class	Tests, essays and papers	Major Projects
Biology	<ul style="list-style-type: none"> • 30-50 pages per week (varies per unit) 	1-2 hours per day	<ul style="list-style-type: none"> • Tests and quizzes • Free response writing practice • Assignments vary with units • Lab reports 	<ul style="list-style-type: none"> • 1 science project
Chemistry	<ul style="list-style-type: none"> • 30-50 pages per week (varies per unit) • 25-30 problems per week 	1-2 hours per day	<ul style="list-style-type: none"> • Tests and quizzes • Free response writing practice • Assignments vary with units • Lab reports 	<ul style="list-style-type: none"> • 1 science project
Physics I	<ul style="list-style-type: none"> • 20-30 pages per week (varies per unit) • 25-30 problems per week. 	1-2 hours per day	<ul style="list-style-type: none"> • Tests and quizzes • Free response writing practice • Assignment vary with units • Lab reports 	

Social Studies:

Course Name	Reading per class	Study Hours per class	Tests, essays and papers	Major Projects
US History	<ul style="list-style-type: none"> 40-60 pages per week Supplemental reading as assigned Document reading/analysis 	1-2 hours per day	<ul style="list-style-type: none"> Unit tests/reading quizzes/practice AP exams 3-4 essays per quarter Special projects which may include papers and presentations 	
Human Geography	<ul style="list-style-type: none"> 40-60 pages per week Supplemental reading as assigned 	1-2 hours per day	<ul style="list-style-type: none"> Unit tests/quizzes/practice AP exams 3-4 essays per quarter Special projects which may include papers and presentations 	
Psychology	<ul style="list-style-type: none"> 40-60 pages per week Supplemental reading as assigned 	1-2 hours per day	<ul style="list-style-type: none"> Unit tests/quizzes/practice AP exams 3-4 essays per semester Special projects which may include papers and presentations 1 tech lab per topic/subject area 	

World Language:

Course Name	Reading per class	Study Hours per class	Tests, essays and papers	Major Projects
Spanish	<ul style="list-style-type: none"> 3-4 articles, poems, or short stories per week (varies per unit) 	1-2 hours per day	<ul style="list-style-type: none"> 6-8 mini essays in Spanish 2-3 major essays in Spanish Weekly Quizzes and Tests in Spanish Spoken and Written Assignments in Spanish 	6 major projects

****According to School Board policy, all students enrolling in an AP course will be required to take the **AP exam** in that course to receive an AP credit. Students not taking the AP exam will receive credit in the corresponding honors class.

EXAMPLE: Student A passes AP Chemistry and also takes the AP exam.

Student A will receive **5 points on each nine weeks average and the final exam** along with transcript credit for **AP Chemistry**.

Student B passes AP Chemistry but opts not to take the AP exam.

Student B will receive **3 points on each nine weeks average and the final exam** along with transcript credit for **Honors Chemistry II**.

SCHEDULE CHANGE GUIDELINES

Students wishing to request course changes must contact the Counseling Office (423-652-9317). **Course requests will be accepted through the first two full days of school each semester.** Requests for teacher preferences are not honored at any time.

During the first two days of school and upon the completion of new student enrollment, counselors will consider requests that meet one of the following guidelines:

- A class on the schedule was taken and passed in summer school.
- A class was failed in the second term of the previous year or in summer school that is a prerequisite for a course appearing on the schedule.
- No English or math course appears on the schedule.
- A senior is not registered for a required course for graduation.
- Fewer than eight classes appear on the schedule.
- Courses are not sequenced in prerequisite order on the schedule.
- Student wishes to try a more challenging course in English, math, science, or social studies.

The following are **not** acceptable reasons for requesting a course change:

- Teacher preference.
- Fear of a low grade or course difficulty. (Keep this in mind when registering for Honors and/or AP courses).
- Course is not required for graduation.
- Student did not complete the summer reading requirement.

COMPUTER TECHNOLOGY

C12H1920 Computer Applications with Personal Finance

While most high school students are, to some degree, familiar with business related technology, this course will take an in-depth look at how technology is used in business and in the workplace. Students will learn common computing fundamentals and concepts involved in the use of business related software such as word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology in the workplace and the benefits the use of the internet offers businesses.

ENGLISH

G01H0920 English I

This freshman-level introductory course focuses on close reading of a variety of literary texts and genres, including fiction and nonfiction, as well as developing skills in grammar and writing. The course will emphasize multiple formal writing styles, including narrative, argument, and informational essay development, while utilizing research skills in the writing process. Preparation for the state-mandated assessment (which counts as the student's final exam grade and 20% of the overall course grade) will also be imperative.

G01H0910 English I (Honors)

Prerequisite: Students must earn a score at or above the 65th national percentile on the STAR Reading exam, score within the "On Track or Mastered" range on the 7th grade TNReady exam, have an A or B average, and receive a 4 on work ethic by 8th grade English teacher.

This freshman-level introductory course focuses on close reading of a variety of literary texts and genres, including fiction and nonfiction, as well as developing sophisticated skills in grammar and writing. The course will emphasize multiple formal writing styles, including narrative, argument, and informational essay development, while utilizing research skills in the writing process. Preparation for the state-mandated assessment (which counts as the student's exam grade and 20% of the overall course grade) will also be imperative.

G01H1020 English II

Prerequisite: English I

This sophomore-level course focuses on developing close reading skills with a variety of literary texts and genres, including fiction and nonfiction, as well as developing skills in grammar and writing. The course will emphasize multiple formal writing styles, including narrative, argument, and informational essay development, while utilizing research skills in the writing process. Preparation for the state-mandated assessment (which counts as the student's exam grade and 20% of the overall course grade) will also be imperative.

G01H1010 English II (Honors)

Prerequisite: A or B in Honors English I. Samples of student work may be reviewed before placement in all Honors classes.

This sophomore-level course focuses on developing close reading skills with a variety of literary texts and genres, including fiction and nonfiction, as well as developing sophisticated skills in grammar and writing. The course will emphasize multiple formal writing styles, including narrative, argument, and informational essay development, while utilizing research skills in the writing process. Preparation for the state-mandated assessment (which counts as the student's exam grade and 20% of the overall course grade) will also be imperative.

G01H1120 English III

Prerequisite(s): English I and English II

This junior-level course focuses on strengthening close reading skills with an analysis primarily of American literary texts and genres, including fiction and nonfiction, as well as improving overall writing style. The course will emphasize formal essay development, including narrative, argument, and informational arrangements, while utilizing advanced research skills in the writing process. Preparation for the state-mandated assessments (which counts as the student's exam grade and 20% of the overall course grade) will also be imperative. Students will also engage in ACT English and Reading test-taking skills development.

G01H1110 English III (Honors)

Prerequisite: A or B in Honors English II or an A in English II with teacher recommendation. Samples of student work may be reviewed before placement in all Honors classes.

This junior-level course focuses on strengthening close reading skills with an analysis primarily of American literary texts and genres, including fiction and nonfiction, as well as improving overall writing style. The course will emphasize formal essay development, including narrative, argument, and informational arrangements, while utilizing advanced research skills in the writing process. Preparation for the state-mandated assessments (which counts as the student's exam grade and 20% of the overall course grade) will also be imperative. Students will also engage in ACT English and Reading test-taking skills development. This class is both reading and writing intensive.

G01H1700 AP English Language and Composition

Prerequisite; Junior, Honors English II with an A or B or an A in English II with teacher recommendation. Samples of student work may be reviewed before placement in an advanced placement course. AP English Literature should be taken in the student's senior year as a follow-up to this class.

AP English Language is a college-level course designed for preparation for the AP English Language and Composition Exam. This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Writing assignments focus on the critical analysis of language, including works of literary merit that are likely to be taught in an introductory college language course. **Note: Students will only receive "AP" credit (5 additional points) for the course if they take the AP exam; otherwise, only "Honors" credit will be awarded (3 additional points).**

G01H1320 English IV

Prerequisites: English I, II, and III

This senior-level course focuses on developing close reading skills with a chronological progression of British literary texts and genres, including fiction and nonfiction, also improving overall writing style. The course will emphasize developing formal literary essay skills, as well as creating a variety of technical texts, with a stress on expanding workplace skills that can be used in the post-secondary world. The career/resume portfolio project is a significant aspect of this course.

G01H1800 AP English Literature and Composition

Prerequisite: Honors English III with an A or B average. Samples of student work may be reviewed before placement in an advanced placement course.

AP English Literature is a college-level course designed for preparation for the AP English Literature and Composition Exam. Writing assignments focus on the critical analysis of literature, including works of literary merit, that are likely to be taught in an introductory college literature course. College application essays and resumes are also addressed. **Note: Students will only receive “AP” credit (5 additional points) for the course if they take the AP exam; otherwise, only “Honors” credit will be awarded (3 additional points).**

Virtual AP English Literature and Composition.

Prerequisite: Honors English III with an A or B average. Samples of student work may be reviewed before placement in an advanced placement course.

This course will be taught online through TOPS (Tennessee Online Public School). See above for course description.

ENGLISH ELECTIVES

G01H1520 Journalism (Yearbook)

Students may only apply during the spring of their freshman year. Students must then be chosen by the faculty in order to be accepted into the class. Students in this class focus on design, formation, and publication of the *Cadmea*.

G01H1550 Journalism (Maroon & White)

Prerequisites: Application and English teacher recommendation.

Maroon & White is designed to give students the reporting, writing, editing, and publishing skills necessary to produce a school newspaper, while exposing them to the many journalism-related careers that are available. Students acquire skills in copy-editing, news, sports, feature, and editorial writing, and advertising.

2110111 Mythology/Etymology

This English elective course introduces word roots and derivatives from both Greek and Latin. It also fully covers the classic book, Edith Hamilton's *Mythology*, which introduces Greek heroes, gods, goddesses, the Trojan War, and *The Odyssey*.

G01H0020 Creative Writing I

Open to all students who are interested in writing, this class is a survey of writing skills and elements including, but not limited to, short stories and poetry. The primary focus is the introduction of various forms and methods of writing. This class is writing intensive.

G01H0620 Public Speaking

Prerequisite: Preferred junior and senior students (sophomores allowed by teacher recommendation).

Public Speaking is geared toward preparing students for college-level coursework. This class will involve preparation and engagement in a variety of settings, including job interviews and group scenarios, with an emphasis on developing effective communication skills for any situation. Students will create outlines, prepare and deliver speeches, and develop communication skills necessary to be a confident speaker in all areas of life.

FINE ARTS

NOTE: Students are limited to earning a total of 1 (one) credit per semester in Instrumental Music (with the exception of Drum Majors).

G05H0820 Art I

This is a survey course in art that covers the basics of drawing, painting, design, clay work, and photography, while meeting the fine arts requirement for college bound students.

G05H0920 Art II

Pre-requisites: An 85 or higher in Art I and/or recommendation of Art I teacher.

This is an elective art course that deals primarily with advanced drawing and painting. Students will work with pencil, ink, charcoal, colored pencil, pastel, watercolor, acrylic, oil, and batik.

G05H1020 Art III

Pre-requisites: An 85 or higher in Art II and/or the recommendation of Art II teacher.

This is an advanced elective art course that involves study of design, sculpture, ceramics, printmaking, and advanced photography.

G05H2400 AP Art

Pre-requisites: An 85 or higher in previous art classes and the signed recommendation of former art teachers.

This is a college level course designed to prepare a student to complete an A.P. portfolio in either Drawing and Painting, 2-D Design, or 3-D Design; and to perform on the level of at least a first year college art design student. As your A.P. Exam, you will be required to present and defend your portfolio. There will be some summer preparation expected.

G05H3620 Instrumental Music: Brass Woodwinds

Prerequisite: Teacher approval.

This course includes the marching band in the fall and the concert band in the spring.

G05H3820 Instrumental Music: Color Guard

Prerequisite: Teacher approval

This course is for students participating in the color guard during the fall semester.

G05H3720 Instrumental Music: Percussion

Prerequisite: Teacher approval

This course is for the percussion section in the fall and spring.

G05H4020 Concert Choir

Students will sing music in preparation for fall, winter and spring concerts as well as off-campus performances and spring competitions. Students will learn to read musical notation, and develop healthy vocal technique. Performance participation is mandatory and all students must procure concert attire.

G05H4220 Women's Ensemble

Prerequisites: Experience in Concert Choir preferred, teacher recommendation required.

This is a course for students interested in singing in an advanced level women's choir. Students will sing music in preparation for fall, winter and spring concerts as well as off-campus performances and spring competitions. Students will develop strong sight reading skills, and continue to develop healthy vocal technique. Performance participation is mandatory and all students must procure concert attire.

G05H4110 Madrigal Singers

Prerequisites: One-year experience in Concert Choir preferred, teacher recommendation and audition required.

This is a course for students interested in singing Madrigal and chamber music. Performances require appropriate costumes of the period. Students will also sing concert choir music throughout the year in mass choir performances and in spring competitions. It is recommended that students enroll for a full year.

G05H4420 Music Theory

Prerequisites: Prior basic musical knowledge

The purpose of this class is to give students the skills they need to advance in both instrumental and vocal music as a possible career, major, or minor in college. Students will learn the structure and composition of music, including advanced harmonies, melodies, rhythms, and modes. A brief section on music history will be covered. Music technology and composition programs will be utilized.

G05H2600 AP Music Theory

Prerequisite: Music Theory

A major component of any college music curriculum, this course introduces the

student to musicianship, theory, musical materials, and procedures and integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of this course.

G05H1620 Theatre Arts I

Prerequisite: Grades 9 - 12 Theater Arts I is offered to students who are new to high school theatre and want to learn basic theatrical skills. This course has an emphasis on acting and theatre history. Theater Arts I students will study the cultural contribution of theater, its structure, the play, and its performance. Acting skills will be taught through the use of monologue and small group scenes. Performance opportunities will be available through the Forensics Program or the Tennessee Speech and Drama League, but are not mandatory. Competitions are held on Saturdays, and rehearsals will be set up for after school hours.

G05H1720 Theatre Arts II *Prerequisite: Must pass Theater Arts I or have experience with participating in live theatre in some fashion.*

Theater Arts II is offered to students who want to further their theatrical skills through work in acting and directing. Basic principles of production are studied and applied through performances in various theatrical applications. Production work required. Enrollment in the course **requires** performance dates and times outside of school hours including weekends. Participation in competition pieces will be available through the Forensics Program or the Tennessee Speech and Drama League, but are not mandatory. Competitions are held on Saturdays, and rehearsals will be set up for after school hours.

WORLD LANGUAGE

All students interested in college must take 2 years of the same world language. Those who expect to pass the placement exam in college should take the third and fourth years of that same language.

G24H2120 French I

This course offers an introduction to the French language including pronunciation, grammar, and writing. Students study the Francophone culture. Memorization with long-term retention is essential.

G24H2220 French II

Prerequisites: French I

Students use the foundational principles acquired from French I to develop conversational and writing skills at an elementary level in the French language. Intermediate grammar is introduced. Students continue to study Francophone culture.

G24H2320 French III / G24H2420 French IV

Prerequisites: French I, II

Students use the foundational principles from levels I and II to develop an intermediate level of conversation and writing in the French language. More advanced grammar is introduced. Students are introduced to Francophone literature and continue to study French culture.

G24H2920 German I

This class is introductory level German. Students practice listening, reading, writing and speaking German. Students are introduced to German culture. Emphasis is placed on spoken German.

G24H3020 German II

Prerequisites: German I. Level II incorporates all phases of language learning from Level I with a continued emphasis on spoken German.

G24H3120 German III

Prerequisites: German I and German II; recommendation from Level II teacher. Level III includes advanced grammar and a continuation of communicative skills from Level II with emphasis on spoken language.

G24H3220 German IV

Prerequisites: German I, German II, and German III; Recommendation from Level III teacher. Level IV continues with advanced grammar and communicative skills with emphasis on spoken language.

G24H4820 Mandarin Chinese I

This course provides an introduction to the Chinese language, grammar, and culture. Students will practice listening, reading, writing, and speaking Mandarin Chinese. Students enrolled in Chinese may be eligible for the Confucius Institute Summer Camp which allows students to visit China; there is a fee for this experience. Students currently pay for air transportation and processing fees. The in-China costs of transportation, food, hotel, admission fee, and classes will be paid by CI. Pricing is subject to change.

G24H4920 Mandarin Chinese II

Prerequisite: Mandarin Chinese I

This is a continuation of Mandarin Chinese I skills. Students may be eligible to take the HSK (Hanyu Shuiping Kaoshi) or the Chinese Proficiency Test with a teacher recommendation. This is an international standardized exam which tests and rates Chinese language proficiency. Students receive a certificate upon passing the exam which is recognized by several organizations. A passing score is also helpful if students wish to study in China.

G24H5120 Mandarin Chinese III

Prerequisite: Mandarin Chinese II

This course is a continuation of Mandarin Chinese II skills. Students may be eligible to take the HSK (Hanyu Shuiping Kaoshi) or the Chinese Proficiency Test with a teacher recommendation.

G24H5220 Mandarin Chinese IV

Prerequisite: Mandarin Chinese III

This course is a continuation of Mandarin Chinese III skills. Students enrolled in this course may be eligible to take the HSK II (HSK (Hanyu Shuiping Kaoshi) or the Chinese Proficiency Test upon teacher recommendation.

G24H0420 Spanish I

This an introductory course that explores the Spanish language and culture. Themes include greetings, hobbies and pastimes, the school environment, family, and food. Students will explore the Hispanic Heritage and Culture in the United States, in Mexico, and in Puerto Rico. Students will demonstrate their competence of the Spanish language and culture through the processes of reading, writing, listening, and speaking in Spanish at the novice low to novice high level.

G24H0520 Spanish II

This an intermediate course that explores the Spanish language and culture. Themes include travel, health, clothing and shopping, and present and past Mexico. Students will explore the Hispanic Heritage and Culture in Costa Rica, in Argentina, in Puerto Rico, and in Mexico. Students will demonstrate their competence of the Spanish language and culture through the processes of reading, writing, listening, and speaking in Spanish at the intermediate low to intermediate high level.

G24H1020 Spanish III/IV

This course is aligned with the curriculum in preparation for AP Spanish Language and Culture. Themes include volunteer work and social conscience, environmental issues, technology, family and social problems, and a study of legends, artwork, and architecture in Mexico and in Spain. Students will engage in spoken communication, engage in written communication, synthesize information from diverse resources, and plan and produce required spoken and written presentations of course themes using their skills at advanced low level to advanced high level to demonstrate their competence of Spanish grammar, vocabulary, and of cultural knowledge. At the end of this course, students will have an opportunity to submit a portfolio and a presentation that will earn them the honors of a Seal of Biliteracy on their diplomas.

G24H0800 AP Spanish Language and Culture

Prerequisite: Spanish III/IV

This course prepares students for the Spanish Language Advanced Placement Examination. Themes include beauty and aesthetics, contemporary life, families and communities, global challenges, personal and public identities, and science and technology. Students will engage in spoken communication, engage in written communication, synthesize information from diverse resources, and plan and produce required spoken and written presentations of course themes using upper level Spanish grammar, vocabulary, and cultural knowledge. In addition, students will begin to read intermediate and pre-advanced short stories, poems, and articles in Spanish.

LIMITED PLACEMENTS

23064 Peer Tutoring

Prerequisites: *Juniors and Seniors only, two peer tutoring assignments per year with coordinator approval, minimum of 3.50 GPA, attendance rate of at least 93% the previous term, and **three teacher recommendations**.* Peer tutors are assigned to a variety of classroom placements at THS, VMS, and elementary schools. The peer tutoring program focuses attention on students with disabilities who are included in the general curriculum. Emphasis is placed on ensuring that students are afforded the opportunity to receive one-on-one support to achieve success in school and reach their career goals. Peer tutors will be matched with students requiring support in academic subjects or technical skills. Students will be selected based upon their discipline record, academic record, and application with teacher recommendations.

***Application required. Located on page 56.**

G25H0020 Preparing for the ACT

This course prepares students for the ACT and SAT college entrance exams. Students take timed practice tests to set goals for improvement. Students will review concepts in English, Reading, Math, Science Reasoning, and test-taking skills. These classes are team taught; students will change teachers after 9 weeks.

C15H1320 Leadership Challenge

Prerequisites: Grades 10-12, 3.0 GPA, attendance rate of at least 93% the previous term, and application with one teacher recommendations.

This course focuses on personal and civic responsibility, trustworthiness, and community needs. Students will integrate all subjects as they create an independent and innovative project throughout the semester for their community placement. This course is writing intensive as weekly journals, long-term research, and independent projects contribute to the student's grade. Consistent mature behavior and personal responsibility are expected as students work independently in the school system and community throughout the semester. Writing assignments, attendance, behavior and active problem solving determine the student's grade. Students will be selected based upon their discipline record, academic record, and application with teacher recommendations. Class may NOT be repeated. Application and recommendation form located on pp. 58-59.

MATHEMATICS

Tennessee High has fully transitioned to the Integrated Math pathway. The former traditional approach consisted of three courses: Algebra I, Geometry, and Algebra II. The new integrated approach also consists of three courses: Integrated Math I, Integrated Math II, and Integrated III. All three courses in both pathways include the same content standards. Across the three courses, students in the integrated pathway will study the same content as students that were in the traditional pathway.

In the integrated pathway, geometry standards are present in all three courses. The integrated pathway intends for connections across all conceptual categories to be made, as standards from all conceptual categories are present in each of the three courses. By doing so, the coherence of studying mathematics across the various domains in K-8 is preserved. In addition, approximately 40% of the ACT Math test contains geometry content. With geometry standards present throughout all three courses, students will be more familiar with these concepts when taking the ACT.

Tennessee universities will recognize a Tennessee high school diploma that represents the three courses in either pathway, plus an additional fourth course. The NCAA also recognizes the Integrated Math pathway for high school athletes.

G02H1910 Integrated Math 1 (Honors)

Prerequisite: Scoring 93% or above in 8th grade Math and scoring 90% or above on the Math 1 placement exam. Students should have a satisfactory attendance record and a score of 4 on work ethic by 8th grade math teacher.

This is the first of three course in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. Projects will be required.

G02H2720 Integrated Math I Part 1

Prerequisite: Students enrolled in regular 8th grade math or scoring below 93% in 8th grade Advanced Math. After test results: below 90% on Math placement test given at the end of 8th grade.

This course is part 1 of the first of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. (Students will receive an elective credit for this course).

G02H2820 Integrated Math I Part 2

Prerequisite: Integrated Math 1 Part 1.

This course is part 2 of the first of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. (Students will receive a math credit after successfully completing Integrated Math I Part 2).

G02H2010 Integrated Math II (Honors)

Prerequisite: A or B in Honors Math I.

This course is the second of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. Projects will be required.

G02H2020 Integrated Math II

Prerequisite: Math I Part 2 with a "C" or above and/or teacher recommendation

This course is the second of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives.

G02H3120 Integrated Math II Part 1

Prerequisite: A "D" in Integrated Math I Part 2 and/or teacher recommendation

This course is the first half of the topics covered in Integrated Math 2. An integrated approach is used to cover both algebra and geometry concepts. Content consists of the following: Rational exponents, quadratic equations, systems of equations and effects on functions, and quadratic functions.

G02H3220 Integrated Math II Part 2

Prerequisite: Integrated Math II Part 1

This course is the second half of the topics covered in Integrated Math 2. An integrated approach is used to cover both algebra and geometry concepts. Content consists of the following: Similarity and right triangles, geometric measurement and dimension, and probability.

G02H2110 Integrated Math III (Honors)

Prerequisites: A or B in Honors Integrated Math II.

This course is the third of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. Projects will be required.

G02H2120 Integrated Math III

Prerequisite: Integrated Math II with a "C" or above and/or teacher recommendation

This course is the third of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives.

G02H3520 Integrated Math III Part 1

Prerequisite: "D" in Math II Part 2 or Math II and/or teacher recommendation

This course is part A of the third of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. (Students will receive an elective credit for this course).

G02H3620 Integrated Math III Part 2

Prerequisite: Integrated Math III Part 1.

This course is part 2 of the third of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. (Students will receive a math credit after successfully completing Integrated Math III Part 2).

643320 Statistics (State Dual Credit)**

Prerequisite: A or B in Integrated Math III and 19 or above on the ACT Math Test.

Topics include methods of sampling, summarizing and displaying data; finding measures of central tendency, variation and position; understanding probability, binomial and normal distributions; constructing confidence intervals, learning the fundamentals of hypothesis testing for both one and two samples; and reviewing concepts of linear regression. Projects will be required.

**Upon completion of this course students will take the State Dual Credit Statistics Exam and students scoring a 75% or above will receive college credit from TBR schools. 4 points will be added to each 9 weeks grade and semester exam.

G02H3720 Statistics

Prerequisite: "C" or below Integrated Math III. Additionally, students must either score 19 or above on the ACT Math Test or have teacher recommendation.

Topics include methods of sampling, summarizing and displaying data; finding measures of central tendency, variation and position; understanding probability, binomial and normal distributions; constructing confidence intervals, learning the fundamentals of hypothesis testing for both one and two samples; and reviewing concepts of linear regression. Because about 60% of college degrees require statistics, this course is designed to prepare students for success in collegiate statistics.

G02H2310 Pre-Calculus (Honors)

Prerequisite: A or B in Honors Integrated Math III.

Pre-calculus is designed to prepare students for college level STEM focused courses. Students extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations. Topics for student mastery include vectors and matrix quantities, sequences and series, parametric equations, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data. Students will also be covering many of the skills that will be needed for success in Calculus. Projects will be required.

G02H2400 AP Calculus AB

Prerequisite: A or B in Honors Pre-Calculus.

AP Calculus is equivalent to a first semester college level calculus course. The course is a comprehensive study of limits, continuity, differentiation and integration, and their applications.

G02H4120 Bridge Math (Sails)

Prerequisite: Below a 19 on ACT Math.

The purpose of this course is to continue to prepare students for college level math courses. The focus of Bridge Math is to complete the Learning Support Math prerequisite for college level algebra. Completion of the Learning Support Math courses is recognized among all TBR Universities. This course will take place in conjunction with Northeast State and will utilize a web-based program to complete the coursework.

G02H4400 AP Computer Science Principles (CSP)

Pre Requisites: Integrated Math 1, Coding I with a B or higher.

CSP is a course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing.

PHYSICAL EDUCATION

NOTE: Students are limited to earning a total of 1 (one) credit per Semester.

G08H0220 Wellness

A combination of the health, family life, and physical education curriculums. The course also contains a segment of the required classroom hours that apply to Driver Education.

G08H0020 Physical Education / Driver Education

Prerequisite: Wellness

A participation-based program of physical education for students. This class also contains the final components of Driver Education.

G08H0120 Advanced P.E.

Prerequisite: Physical Education with A or B average. Males Only.

Weight training that also utilizes plyometric and agility training.

G08H0140 Advanced Conditioning for Women

Prerequisite: Physical Education with A or B average. Females Only.

Weight training that also utilizes plyometric and agility training.

G08H0130 Lifetime Fitness

Prerequisite: Juniors or Seniors

This course is structured to challenge the personal fitness levels of students in aerobic exercise, rhythms, circuit weight training, aquatics, and selected lifetime sports.

SCIENCE

G03H0310 Biology (Honors)

Prerequisite: "A" in 8th grade science, score of 4 on work ethic by 8th grade Science teacher, and scoring at or above the 65th national percentile on STAR Reading.

This course is the study of life at the biochemical, cellular, and organism levels. It emphasizes interrelationships among living organisms and the environment. This course concludes with a state-mandated EOC exam.

G03H0320 Biology

Prerequisite: Physical Science

Biology is the study of elementary biochemistry, the cell, metabolism, basic genetics, evolutionary theory, and ecology. This course concludes with a state-mandated EOC exam.

G03H0020 Physical Science

This course presents the basics of both chemistry and physics.

G03H1000 AP Biology

Prerequisite: Honors Chemistry

This advanced course covers seven major themes: Science as a Process, Energy Transfer, Continuity and Change, Relationship of Structure and Function, Regulation, Interdependence in Nature, and Science/Technology & Society. Lab work is mandatory.

G03H1220 Chemistry

Prerequisite: Physical Science and Biology

Chemistry is the study of states of matter, atomic structure, stoichiometry, chemical reactions, and acids and bases. Strong math background recommended. Usually taken by upperclassmen. This course concludes with a state-mandated EOC/AYP exam.

G03H1210 Chemistry (Honors)

Prerequisite: A or B in Honors Biology

Chemistry is the study of states of matter, atomic structure, stoichiometry, chemical reactions, and acids and bases. Additional projects will be completed each six weeks. Intense math applications. This course concludes with a state-mandated EOC/AYP exam.

G03H1600 AP Chemistry II

Prerequisite: Honors Chemistry

This course is the study of these topics: atomic structure, chemical bonding, kinetic molecular theory, oxidation-reduction reactions, solutions and chemical equilibrium, nuclear chemistry, and organic chemistry. Lab work will include qualitative analysis. Advanced math skills used on a daily basis. Usually taken by juniors and seniors.

G03H3320 Environmental Science

Environmental Science is the study of the relationships of plants and animals to the physical and biotic environments with emphasis on associations, successions, distributions, and adaptations. This may be called “applied biology.”
Junior/senior status.

G03H2010 Physics (Honors)

*Prerequisite: Honors Biology, Honors Chemistry,
Co-requisite/Prerequisite: Integrated Math III*

Physics is a student-centered survey of the basic principles of physics. The curriculum includes mechanics, energy, waves, optics, electricity, magnetism, modern physics and astronomy. Recommended for students with an interest in engineering.

G03H2020 Physics

Prerequisite: Physical Science, Biology. Co-requisite: Integrated Math III

Physics is a student-centered survey of the basic principles of physics. The curriculum includes mechanics, energy, waves, optics, electricity, magnetism, modern physics and astronomy.

G03H2700 AP Physics 1

Prerequisites: Honors Physics or Honors Chemistry

The study of the relationships between matter and energy. In this course, students explore topics including Newtonian mechanics, work, energy, power, waves, sound, and electrical circuits. Advanced math skills are used on a daily basis.

SOCIAL STUDIES

G04H1220 U.S. Government and Civics/ Economics

Prerequisite: Juniors or Seniors only

This course covers state, local and federal government and their functions. The balance of power between the executive, legislative, and judicial branches of our federal government are emphasized. Students will learn the structure and processes of the government of the State of Tennessee and local governments. Economics emphasizes the study of supply, demand, and pricing. The stock market and corporations are studied through project based learning activities.

G04H1210 U.S. Government and Civics/ Economics (Honors)

Prerequisite: A or B in AP U.S. History or 90 or above in US History; Juniors or Seniors only.

In addition to the core content covered in the Government and Economics course the Honors class will include additional projects and writing assignments. These research-based projects will extend the lessons to make them more relevant to real life situations. Students interested in this course should be prepared to spend time studying outside of the class.

G04H1020 World History and Geography

This course covers a study of world history from the French Revolution to the Contemporary World and subsequent human geographic issues that dominate the global community.

G04H1120 U.S. History and Geography

Prerequisite: Juniors or Seniors only

This course surveys our country's past from Post-Reconstruction to the present with special attention to Tennessee connections in history, geography, politics, and people. Students will also focus on human and physical geographic issues important in contemporary America and the global society.

G04H2100 AP U.S. History

Prerequisite: Juniors or Seniors only; A in World History and Honors English II or US History teacher recommendation

AP U.S. History will thoroughly familiarize students with the entire scope of our nation's past and challenge college-bound students to excel in U.S. History. Students must be able to devote time to intensive and extensive reading and writing activities. A major goal of this class is preparation for the AP U.S. History exam that can equate to college credit. Completion of the AP U.S. History exam is required in order to receive AP credit for the course. Students enrolled in the course who do not take the AP U.S. History exam will receive Honors credit.

G04H3000 AP Human Geography

Prerequisite: 93 or higher grade for the year in 8th grade social studies, score of 4 on work ethic by 8th grade Social Studies teacher, STAR Reading score at or above the 65th national percentile. Freshman or sophomores

This is an intensive, fast-paced study of the world with an emphasis on its cultural characteristics and coverage of its physical characteristics. Topics covered in this class include population, cultural patterns, political organization of space, agricultural and rural land use, industrialization, economic development and urbanization. This is a reading and writing intensive class. Expected reading for the course is 40-60 pages per week at home with at least 1-2 at home study hours per day. A major goal is preparation for the AP Human Geography exam that can equate to college credit for the course. Completion of the AP exam is required to receive AP credit for the course. Students who do not take the AP exam will receive Honors credit for the course.

Virtual AP Government/ Economics

This is an online class that will be taught through TOPS (Tennessee Online Public School)

SOCIAL STUDIES ELECTIVES**G04H1720 Contemporary Issues/Sociology**

The course is a study of human interactions and contemporary issues facing modern society.

G04H1721 (v) Contemporary Issues/Sociology

This course will be taught on-line and is similar to the above course. Students will be required to report to class one day a week, but they can complete the coursework in a flexible learning environment. Students must have a 2.8 GPA, no more than 5 excused absences, and no unexcused absences to participate in the course. Permission forms are available in the counseling office.

G04H1520 Psychology

Prerequisite: Biology I

The course provides an informative study of people's behavior and thought processes. Students should have the ability to develop and test theories.

G04H2800 AP Psychology

Prerequisite: Sophomore; A or B in Honors Biology.

AP Psychology is designed to be the equivalent of a college introductory psychology Course. This course will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are expected to read, analyze, and write effectively. Students enrolled in this course who do not take the AP exam will receive Honors credit for the course.

ARMY JUNIOR ROTC

These elective courses may be taken a total of eight terms and should be considered by all. A student may elect to enroll in two terms of JROTC and earn two credits, which would substitute for one credit of Wellness. The mission of Army Junior ROTC is "To Motivate Young People to be Better Citizens." This mission focus, coupled with a fun and unique learning environment, offers students a wide variety of opportunities to succeed and to excel. A vast majority of students elect to re-enroll in JROTC each semester. Army Junior ROTC is not intended to recruit for the armed forces. Enrolled cadets are required to wear the Army-provided uniform one day a week. Male cadets must maintain their hair in accordance with the minimum mandated requirements. Junior ROTC extracurricular activities are conducted after school and include such competitive teams as Drill, Color Guard, Rifle Marksmanship, Robotics, and Orienteering.

G08H0420 Leadership Education Training 1 (LET 1)

Student cadets will learn and demonstrate the leadership skills needed to lead other cadets in drill, physical training, squad and platoon competition, conflict resolution, teamwork, dealing with peer pressure, and interpersonal relationships. Students will be introduced to the Army's organization and structure, customs and courtesies, and missions. Students will apply leadership techniques based upon each cadet's own personal traits and leadership style. Numerous optional cadet extracurricular activities are available.

G08H0520 Leadership Education Training 2 (LET 2)

Prerequisite: LET 1

Student cadets will continue to apply their leadership skills as they advance in both rank

and experience. Students will learn about first aid, map reading, drug awareness, decision-making skills, American history and government, human rights, and international relations. Numerous optional cadet extracurricular activities are available.

G08H0620 Leadership Education Training 3 (LET 3)

Prerequisite: LET 1, LET 2

Student cadets will continue to apply their leadership skills in a variety of settings. As a LET 3 cadet, a student may hold the rank of cadet officer. Cadets will learn about interpersonal relationships, conflict mediation, service learning, effective oral communication and writing skills, Army cadet staff functions and assignments, career opportunities, educational opportunities, and making the right choices. Numerous optional cadet extracurricular activities are available.

G08H0720 Leadership Education Training 4 (LET 4)

Prerequisite: LET 1, LET 2, and LET 3

These mature and experienced cadets will continue to apply their leadership skills in a variety of settings. As a LET 4 cadet, a student may hold the rank of cadet officer or NCO. They will be viewed as the senior leaders of the JROTC program. They will assist the teachers in curriculum presentation and will be evaluated on their performance. Cadets will learn about the Department of Defense and the purpose of each military branch. They will exercise personal management skills, teamwork and team building skills, motivational strategies, mentoring, influencing others, and teaching skills. Numerous optional cadet extracurricular activities are available.

G08H0820 Leadership Education Training 5 (LET 5)

Prerequisite: LET 1, LET 2, LET 3, and LET 4

These mature and experienced cadets will continue to apply their leadership skills in a variety of settings. As LET 5 cadets, they will be viewed as the senior leaders of the JROTC program and will assist the teachers in curriculum presentation. The cadet will gain experience both as a classroom teacher and as a senior leader of Junior ROTC. Numerous optional cadet extracurricular activities are available.

G08H0920 Leadership Education Training 6 (LET 6)

Prerequisite: LET 1, LET 2, LET 3, LET 4, and LET 5

These mature and experienced cadets will continue to apply their leadership skills in a variety of settings. As LET 6 cadets, they will be viewed as the senior leaders of the JROTC program and will assist the teachers in curriculum presentation. The cadet will gain experience both as a classroom teacher and as a senior leader of Junior ROTC. Numerous optional cadet extracurricular activities are available.

CAREER AND TECHNICAL EDUCATION

* Courses marked @ are dual credit course offerings with Northeast State Community College (NeSCC). These are high school courses that students have the opportunity to earn college credit hours with NeSCC if they attain a passing score on the articulation examination.

INTRODUCTION TO CAREERS

C25H0820 Career Exploration

Career Exploration is an introductory course designed to assist students in (a) discovering their personal strengths and abilities, (b) understanding opportunities available to them in different career areas, and (c) practicing skills necessary to excel in the workforce and in postsecondary learning. Upon completion of this course, proficient students will know and exhibit soft skills (e.g. teamwork, creative thinking, and problem solving), as well as more technical skills (e.g. resume building and written communications) related to career exploration and experience. Students will also learn about and be exposed to existing CTE pathways and elective focus options.

ADVANCED MANUFACTURING

Machining Technology

C13H0520 Principles of Manufacturing

Principles of Manufacturing is the first course in the Machining Technology program of study and is designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster. Throughout this course, students will learn to use a variety of hand tools, power tools, computer assisted and manually operated machines, and welders to complete assignments and projects. Students will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting. Course content covers basic quality principles and processes, blueprints and schematics, and manufacturing systems. Upon completion of this course, proficient students will advance from this course with a solid understanding of how manufacturing combines design and engineering, materials science, process technology, and quality.

C13H0920 Principles of Machining I @ (NeSCC – MATT 1510)

Prerequisite: Principles of Manufacturing

Principles of Machining I is the second course in the Machining Technology program of study. This course is designed to provide students with the skills and knowledge to be effective in production environments as a machinist, CNC operator, or line supervisor. The course is contextual by design and throughout this course students will demonstrate safety practices concerning machining technology, proper measurement and layout techniques, reading and interpreting drawings and blueprints, production design processes, and quality control procedures. Students will be immersed in real-world machining simulations, tour local manufacturing facilities, and will create and test projects using various metal materials. Upon completion of this course, students will be prepared for the NeSCC dual credit articulation examination in *Blueprint Reading – MATT 1510* and the National Institute for Metal Working Skills (NIMS) – Level 1 industry certification.

C13H0620 Principles of Machining II @ (NeSCC – MATT 1110)

Prerequisite: Principles of Manufacturing; Principles of Machining I

Principles of Machining II is the third course in the Machining Technology program of study and is an advanced level contextual course that builds on the introductory skills learned in Principles of Manufacturing and Principles of Machining I. Working with the course instructor and team members in a cooperative learning environment, students will design, produce, and maintain products that are defined by detailed technical specifications. Emphasis is placed on quality control, safety and engineering codes and standards, and production-grade machining systems, building on the student's past knowledge, current experiences, and future conduct as a career machinist. Throughout this course, students will examine blueprints and specification drawings to plan and implement the manufacture of products, machine parts to specifications using both manual and computer controlled machine tools, and measure, examine, and test completed products to check for defects and conformance to specifications. Upon completion of this course, students will be prepared for the NeSCC dual credit articulation examination in *Machine Tool Operations I – MATT 1110* and the Manufacturing Skill Standard Council (MSSC) – Certified Production Technician (CPT) industry certification.

ARCHITECTURE AND CONSTRUCTION

Residential & Commercial Construction

C17H1521 Fundamentals of Construction

Fundamentals of Construction is the first course in the Residential & Commercial Construction program of study. It is designed to be a foundational course covering essential knowledge, skills, and concepts required for careers in construction. Throughout this course, students will learn how to use hand and power tools safely and effectively in construction, interpret construction drawings to complete projects, and demonstrate proper measurement and application of mathematical concepts. Course content also covers an introduction to building systems and materials, an overview of the construction industry, describe various construction fields, and outline the steps necessary to advance in specific construction careers. Upon completion of this course, students will be prepared for the National Center for Construction Education and Research (NCCER) Core Curriculum industry certification.

C17H2420 Residential and Commercial Construction I

Prerequisite: Fundamentals of Construction

Residential & Commercial Construction I is the second course in the Residential & Commercial Construction program of study. This course is intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Throughout this course, students will explore the earlier phases of building construction, including site layout, foundation systems, concrete, framing systems, and electrical systems. Students will complete projects in concrete and masonry, wood framing construction, and even install proper electrical wiring while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper safety and accuracy while deepening their understanding of business and project management in the construction industry. Upon completion of this course, students will be prepared for the NCCER Construction Technology industry certification.

C17H2520 Residential and Commercial Construction II

Prerequisite: Fundamentals of Construction; Residential and Commercial Construction I
This is the third course in the Residential & Commercial Construction program of study and is intended to prepare students for careers in construction by building on the skills developed during Residential and Commercial Construction I. Throughout this course, students will develop knowledge and skill in the later phases of building construction including roofing systems, exterior finishing, stair framing systems, masonry systems, and plumbing systems. Students will have projects in concrete and masonry work; roofing; installing shingles on roofs; apply exterior finishes; and install proper piping for plumbing systems. Standards in this course also include an introduction to heating, ventilation, and air conditioning systems. Upon completion of this course, students will be prepared for the Occupational Safety and Health Administration (OSHA) 10 Hour Safety Certification.

ARTS, INFORMATION, AND COMMUNICATION

Digital Arts & Design

C05H0720 Digital Arts and Design I

Digital Arts & Design I is the entry level and foundational course for students interested in graphic 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. Students will acquire basic skills in illustration, typography, and photography. Various printing and finishing processes are discussed and used in real-world applications. Students will produce real-world jobs for the school system using equipment found in the professional printing industry. Graphic Design is taught using the Adobe Creative Suite software package, specifically Photoshop, InDesign and Illustrator. Students will create layouts for use in real world applications, along with personal projects.

C05H0820 Digital Arts and Design II

Prerequisite: Digital Arts and Design I

This is the second course in the Digital Arts & Design program of study and builds on the basic principles and design process learned in Digital Arts and Design I. Throughout this course, students will learn advanced skills in printing and finishing design projects. Students will take a more active role in setup, planning, and final production in a workplace setting through our student-based enterprise. Students will also learn advanced skills in Adobe Creative Suite by creating more in depth and complicated designs, including creating photographs, illustrations, and multipage layouts.

C05H0920 Digital Arts and Design III

Prerequisite: Digital Arts and Design I; Digital Arts and Design II

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 in a workplace setting through our student-based enterprise. Upon completion of this course, students will be prepared for Adobe Certified Associate industry certification.

A/V Production

C11H0120 A/V Production I

This an entry-level course will prepare students for the media industry. Students will learn about audio, video, journalism, and TV broadcasting within the media industry. Upon completion of this course, students will be prepared to pursue advanced coursework in either audio and video technology or journalism and broadcasting. Students will learn how to edit using the latest in industry software, and students will produce videos and newscasts that will air to the school during **Viking News**.

C11H0220 A/V Production II

Prerequisite: A/V Production I

TV Broadcasting II is the second course in the TV Broadcasting program of study. This course content focuses on broadcast production technologies utilizing simulated and/or real-life projects. This course centers on production of various broadcasting products including, commercials, music, and news. The student will gain valuable insight into the many facets of broadcast production, including concept creation, scripting, sound design, visual design, engineering, editing, budgeting, and producing, as well as exploring some of the latest advances in industry technology. Upon completion of this course, students will be prepared to pursue advanced coursework. Students will continue to learn about editing software and will produce newscasts for **Viking News**.

C11H0320 A/V Production III

Prerequisite: A/V Production II

This is the third course in the TV Broadcasting program of study and the course focuses on simulated real-life broadcast production and management. Projects center on in-house production of newscasts and special events. The student will gain valuable insight into both audio and video aspects of the broadcasting industry. Course content is composed of scripting, reporting, directing, editing, budgeting, and producing, as well as cameras, lights, sound, and set design. This course will explore the latest digital technology and applications, research, and future trends in the broadcast industry as they produce newscasts for **Viking News**. Upon completion of this course, students will be prepared to pursue post-secondary education or enter the broadcasting industry in an entry-level position.

BUSINESS MANAGEMENT AND ADMINISTRATION

Business Management

C12H2620 Introduction to Business and Marketing

Introduction to Business and Marketing is the introductory course for the Business Management program of study and is designed to give students an overview of the Business Management and Administration career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics.

C12H1620 Business Communications

Business Communications is the second course in the Office Management program of study and is designed to develop students' effective oral and electronic business communications skills in the 21st century. This course develops skills in multiple methods of communications, including social media, electronic publishing, design, layout, composition, and video conferencing. Throughout this course, students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and oral presentations.

C12H1720 Business Management @ (NeSCC – BUSN 1305)

Prerequisite: Business Communications

Business Management is the third course in the Office Management program of study and focuses on the development of the planning, organizing, leading, and controlling functions required to be a business leader, both in the office and the community. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in various projects based on case studies and business simulations which include reviewing existing businesses and offering recommendations as would a management consultant making recommendations to improve the business. Upon completion of this course, students will be prepared for the NeSCC dual credit articulation examination in *Introduction to Business – BUSN 1305*.

Additional Business Courses

C12H1920 Computer Applications with Personal Finance

While most high school students are, to some degree, familiar with business related technology, this course will take an in-depth look at how technology is used in business and in the workplace. Students will learn common computing fundamentals and concepts involved in the use of business related software such as word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology in the workplace and the benefits the use of the internet offers businesses.

COMPUTER SCIENCE

****Computer Science Foundations (609521) is a prerequisite course for all Computer Science programs of study.****

C10H1121 Computer Science Foundations

Computer Science Foundations is the introductory course for both Coding and Networking Systems programs of study. This course is intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Programming and Software Development, and Web Design. Course contents include: computer operating systems, computer hardware, a basic computer build, computer troubleshooting, computer programming, drone programming, video game development, network security, and working at the THS Student Helpdesk. Upon completion of this course, students will be prepared for the CompTIA IT Fundamentals industry certification.

Coding

C10H1421 Coding I

Prerequisite: Computer Science Foundations

Coding I is the initial course in the Coding program of study and is intended to teach students the basics of computer programming. The course focuses on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution.

C10H2220 Mobile App Development

Prerequisite: Integrated Math 1, Computer Science Foundations, Coding I

Mobile App Development is a course intended to teach students the basic concepts and skills of mobile app design. The course places an emphasis on the history of mobile technologies, design and development methodologies, code for mobile applications, application lifecycles, APIs, mobile device controls, user interfaces, deployment, publishing for mobile devices, developer tools, and career development. Upon completion of this course, proficient students will be demonstrate and understanding of mobile app development concepts.

Networking Systems

C10H1020 Computer Systems

Prerequisite: Computer Science Foundations

Computer Systems is designed to provide an introduction to the IT industry and hands on exposure to personal computers, mobile devices, hardware, software, and operating systems. The class offers the following features and benefits:

- Students develop a working knowledge of how computers operate, how to build computers, and how to troubleshoot hardware and software issues.
- The course emphasizes the hands on application of skills and procedures needed for hardware and software installations, upgrades, and troubleshooting systems.
- Students gain valuable hands on experience working at the THS Student Helpdesk.

Upon completion of this course, students will be prepared for the NeSCC dual credit articulation examination in *Microcomputer Operating Systems – CISP 1290* and the CompTIA A+ industry certification.

C10H1320 Networking

Prerequisite: Computer Science Foundations; Computer Systems; and Teacher Recommendation

Networking is an advanced course designed to emphasize the conceptual and practical skills necessary to design, manage, and diagnose network hardware and software. The

class offers the following features and benefits:

- Students develop a working knowledge of how networks operate, how to build networks, and how to troubleshoot networks through hands on projects.
- Students gain valuable hands on experience working at the THS Student Helpdesk.

Upon completion of this course, students will be prepared for the NeSCC dual credit articulation examination in *Microcomputer Hardware Control – CISP 2400* and the CompTIA Network+ industry certification.

HEALTH SCIENCE

****Health Science Education (599820) and Anatomy and Physiology (599120) are prerequisite courses for all Health Science Programs of Study.****

C14H1420 Health Science Education @ (NeSCC – OFMG 1100)

Health Science Education is the initial foundational course for all of the Health Science programs of study and designed to prepare students to pursue careers in Health Care. Upon completion of this course, students will be able to identify careers in health care related 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. While this course does not cover all medical terminology, some students who participate in HOSA or request other additional coursework may be prepared for the NeSCC dual credit articulation examination in *Medical Terminology – OFMG 1100*

C14H0920 Anatomy and Physiology @ (NeSCC – EMTF 1015)

Prerequisite: Health Science Education

Anatomy and Physiology is the second or third foundational course for all of the Health Science programs of study and is designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Throughout this course, students will apply the gross anatomy to a deeper understanding of all body systems, identify the organs and structures of the support and movement systems, relate the structure and function of the communication, control, and integration system, and ultimately demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems.

Emergency Services

C14H1320 Emergency Medical Services

Prerequisite: Health Science Education; Anatomy and Physiology, and Medical Therapeutics.

STUDENT MUST BE AT LEAST 17 YEARS OF AGE BY COURSE END

Emergency Medical Services is an upper level course designed to prepare students to pursue careers as an emergency room physician, emergency medical technician, paramedic, emergency room nurse or in the fields of emergency medicine. Throughout

this course, students will learn about careers, legal and ethical guidelines, and the features of the EMS system, develop skills regarding workforce safety and wellness, correlate anatomy and physiology concepts to the patient with a medical or traumatic injury, and perform EMS skills with a high level of proficiency.

******This course may be taught in conjunction with an EMT certified industry volunteer, in which case and upon completion of this course, students will be prepared for the National Emergency Medical Responder (First Responder) industry certification.

Therapeutic Services/Nursing Services

C14H1520 Medical Therapeutics

Prerequisite: Health Science Education

Medical Therapeutics is an applied course in both the Therapeutic Services and the Nursing Services programs of study and is designed to prepare students to pursue careers in therapeutic or nursing services. Throughout this course, students will be exposed to careers in various health care services, develop basic nursing skills to assess, monitor, evaluate, and report patient/client health status, and identify the purpose and components of potential treatments. Upon completion of this course, students will be prepared for the NeSCC dual credit articulation examination in *Cardiopulmonary Resuscitation – EMTP 1015* and CPR industry certification.

C14H1120 Health Science Clinical Internship

Prerequisite: Health Science Education; Anatomy and Physiology; and Medical Therapeutics

******* Like other Work-Based Learning courses, students must complete the WBL Intent to Participate form and meet ALL participation requirements detailed on **page 60** in addition to requirements below. Space is limited and not guaranteed. *******

Clinical Internship is a work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in pre-requisite Health Science courses in a health care facility. Prior to beginning work at a clinical site, students must obtain malpractice insurance, receive required vaccinations, have a full physical and background check, be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, Standard Precaution guidelines, and confidentiality.

C14H2020 Pharmacological Science

Prerequisite: Health Science Education; Anatomy and Physiology

Pharmacological Sciences is the final course in the Therapeutic Services program of study. This course is an applied course intended to prepare students with an understanding of the roles and responsibilities of the healthcare worker in a pharmacy setting. This course equips students with the communication and information-processing skills to be successful in a pharmacological setting, in addition to covering key topics in pharmacology, pharmacy law and regulations, sterile and non-sterile compounding, medication safety, quality assurance, and more. Upon completion of this course, students will be prepared for the Certified Pharmacy Technician industry certification.

Health Science Dual Enrollment with East Tennessee State University

Medical Terminology (COBH2750)

Prerequisites: Minimum GPA of 3.2, minimum of 19 on all ACT subscores, and minimum of 19 on ACT composite score

This course is designed for public and allied health professionals who need to read and interpret health and medical reports, research reports, or professional literature. Analysis and utilization of medical terms related to various disorders will be made.

Health Career Exploration Seminar (PREH1350)

This course provides students interested in a career in one of the health professions with information about possible health care career choices, the training required, and the components of the admissions process used by the various professional schools. The course requires completion of 4 hours of practical experience/shadowing in the field of interest, as well as 4 hours of community service.

HOPITALITY AND TOURISM

Culinary Arts

C16H0620 Culinary Arts I

Culinary Arts I is the introductory course in the Culinary Arts program of study. This course equips students with the foundational knowledge and skills to pursue careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Throughout this course, students will gain knowledge in the components of commercial kitchen safety and sanitation, proper kitchen tools and equipment and will develop skills in basic cooking principles to prepare a wide variety of foods. Students will develop skills commercial food production and service operations by using commercial equipment, techniques, and standards in a restaurant setting.

C16H0720 Culinary Arts II

Prerequisite: Culinary Arts I

Culinary Arts II is the second course in the Culinary Arts program of study and is an applied-knowledge course that will introduce students to more complex techniques in cooking. Students will develop skills in event preparation, food presentation, table service, basic management skills such as purchasing and inventory, and menu design, layout, pricing, and cost controls. Students will gain experience in commercial food production and service operations as they will be largely responsible for preparing buffets (to feed as many as 150 people) for the faculty, staff, and various community groups.

C16H0820 Culinary Arts III

Prerequisite: Culinary Arts I; Culinary Arts II

Culinary Arts III is an advanced course intended to further equip students with the skills and knowledge needed to pursue a variety of careers in the culinary field. Throughout this course, students will use content from earlier courses to learn the aspects of plated foods, garde manger, center piece design, appetizer and individual dessert creation, and garnish techniques. Students will use complex and refined cooking principles and develop skills to prepare foods for larger events (to feed as many as 500 people). Upon

completion of the course, students will be prepared for the ServSafe Manager Industry certification.

C16H0920 Culinary Arts IV

Prerequisite: Culinary Arts I; Culinary Arts II; Culinary Arts III

Culinary Arts IV is the final course in the Culinary Arts program of study and is intended to prepare students on a more individualized platform based on restaurant case studies, simulations, and student interests. Students will continue to use complex and refined cooking principles to prepare food for larger events and as they explore additional opportunities in niche food preparation techniques such as pastry, bakeshop, mobile food service, and ornate or detailed food presentation.

HUMAN SERVICES

Cosmetology

C19H1221 Cosmetology I

Cosmetology I is the introductory course in the Cosmetology program of study. During this course, students will learn safety procedures in salon environments, fundamental theory and practical applications of hair design, nail structure, and cosmetic procedures. This foundational course emphasizes careers in the cosmetology field, environmental issues related to the cosmetology industry, and protection of the public and designers. Throughout the Cosmetology program of study, students may acquire hours to transfer to a postsecondary institution to complete the requirements needed to be eligible to take the Tennessee State Board of Cosmetology examination for a Tennessee Cosmetology License.

C19H1421 Cosmetology II

Prerequisite: Cosmetology I

Cosmetology II is the second course in the Cosmetology program of study and prepares students for work-related skills and advancement into the field of cosmetology. During this course, students will have the opportunity to develop more advanced theoretical knowledge and skills in the principles of hair design, nail artistry, and cosmetic applications. Throughout the Cosmetology program of study, students may acquire hours to transfer to a postsecondary institution to complete the requirements needed to be eligible to take the Tennessee State Board of Cosmetology examination for a Tennessee Cosmetology License.

C19H1321 Cosmetology III

Prerequisite: Cosmetology I; Cosmetology II

Cosmetology III is the final course in the Cosmetology program of study and is designed to prepare students for careers within the personal care industry, including hairstylist, colorist, and nail technician. This course builds on the knowledge and skills from previous courses in the principles of hair design to expose students to the chemistry of color application and allow students to work more independently in a salon setting. Throughout the Cosmetology program of study, students may acquire hours to transfer to a postsecondary institution to complete the requirements needed to be eligible to take the Tennessee State Board of Cosmetology examination for a Tennessee Cosmetology License.

PRINCIPALS OF LAW, CORRECTIONS & SECURITY

C15H1020 Criminal Justice I

Criminal Justice I is the first foundational course in Law Enforcement Services and the Legal and Correctional Services programs of study. It serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Students will gain an understanding of the context of local, state, and federal laws through the analysis of both famous and lesser known legal cases, develop investigative skills pertaining to basic crime scenes and incident documentation such as fingerprinting and blood splatter analysis. This course emphasizes the importance of communications and professionalism in law enforcement and exposes students to new and emerging technology used in law enforcement and legal fields.

C15H1120 Criminal Justice II @ (NeSCC – CRMJ 1010)

Prerequisite: Criminal Justice I.

The Criminal Justice II course is an applied course focusing on the integration of the law and justice systems and is designed for students interested in pursuing careers in law enforcement, correction, or security services. From initial crisis scenario management to arrest, transport, trial, and corrections, procedures and justice laws are examined in detail and students will develop more basic skills in crime scene analysis and forensic science. This course also provides for students to study and debate current legal issues in the United States and argue points in a simulated trial. Upon completion of this course, students will be prepared for the NeSCC dual credit articulation examination in Criminal Justice – CRMJ 1010.

C15H1220 Criminal Justice III

Prerequisite: Criminal Justice I; Criminal Justice II.

This is the final course in the Law Enforcement Services program of study. This is an advanced course and applied course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, a variety of information-gathering techniques, including conducting interviews, making observations at court, and researching, formulating, and evaluating statistical data, an applications of the scientific inquiry to solve crimes. Throughout this course, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies.

Science, Technology, Engineering, and Mathematics (STEM)

C21H0420 Principles of Engineering and Technology

Principles of Engineering and Technology is a foundational course in the STEM cluster for students interested in learning more about careers in engineering and technology. This course covers basic skills required for engineering and technology fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching and engineering drawing techniques, complete

simple design projects using the engineering design process, and effectively communicate design solutions to others. This is the first course in the Engineering program of study.

C21H0520 Engineering Design I

Prerequisite: Principles of Engineering and Technology

Engineering I is a fundamental course in the STEM cluster for students interested in developing their skills in preparation for careers in engineering and technology. The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Tennessee. They will also be able to identify simple and complex machines; calculate various ratios related to mechanisms; explain fundamental concepts related to energy; understand Ohm's Law; follow the steps in the engineering design process to complete a team project; and effectively communicate design solutions to others. ***Note: students are expected to use engineering notebooks to document procedures, design ideas, and other notes for all projects throughout the course. This is the second course in the Engineering program of study.

C21H0620 Engineering Design II

Prerequisite: Principles of Engineering and Technology; Engineering I

Engineering II is an applied course in the STEM career cluster for students interested in further developing their skills as future engineers. This course covers knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to explain the differences between scientists and engineers, understand the importance of ethical practices in engineering and technology, identify components of control systems, describe differences between laws related to fluid power systems, explain why material and mechanical properties are important to design, create simple free body diagrams, use measurement devices employed in engineering, conduct basic engineering economic analysis, follow the steps in the engineering design process to complete a team project, and effectively communicate design solutions to others. ***Note: students are expected to use engineering notebooks to document procedures, design ideas, and other notes for all projects throughout the course. This is the third course in the Engineering program of study.

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

C20H0920 Maintenance and Light Repair I (MLR I)

Maintenance and Light Repair I (MLR I) is the first course in the Automotive Maintenance and Light Repair program of study and serves as a foundation of safety skills and knowledge on becoming a professional service technician. Students explore career opportunities and requirements of a professional service technician and emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills.

C20H1020 Maintenance and Light Repair II (MLR II) @ (NeSCC – AUTO 2140)

Prerequisite: MLR I

The Maintenance and Light Repair II (MLR II) is the second course in the Automotive Maintenance and Light Repair program of study. This course builds on the foundational skills of MLR I but focuses on the study of automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Students will engage in various automotive electrical projects related to motorcycles, cars, SUVs, and light trucks. Upon completion of this course, students will be prepared for the NeSCC dual credit articulation examination in *Automotive Electrical – AUTO 1120*.

C20H1120 Maintenance and Light Repair III (MLR III) @ (NeSCC – AUTO 2210)

Prerequisite: MLR I; MLR II

The Maintenance and Light Repair III (MLR III) course is the final course in the Automotive Maintenance and Light Repair program of study. Students will study and service suspension and steering systems and brake systems in a variety of simulation and real-world projects. Upon completion of this course, students will be prepared for the NeSCC dual credit articulation examination in *Alignment/Brakes – AUTO 2210* and the ASE Certified MLR Technician industry certification.

C20H1220 Maintenance and Light Repair IV (MLR IV)

Prerequisite: MLR III

This course prepares students for entry into the automotive workforce or into post-secondary training. Students will study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills.

Work-Based Learning

The Work-Based Learning (WBL) program at Tennessee High School is designed for students in a CTE program of study . This program allows students to earn credit for experiences in a work place setting. WBL is an option for all CTE programs of study. Health Science WBL is conducted through the Health Science Clinical Internship.

**** Student must complete the WBL Intent to Participate form with participation requirements detailed on page 60.**

C20H1720 Work-Based Learning

Work-Based Learning for high school credit is a course and option for students in all CTE programs of study. This course provides students with the opportunity to apply knowledge and skills learned in general education and CTE coursework in a professional work place setting. Students can earn a maximum of two WBL credits per year toward high school graduation.

WBL experiences and placements may take one of two forms:

1. **Workplace-Based:** Students participate in individual work-based learning experiences in professional business or industry settings in the Bristol community. These experiences could include apprenticeships, internships, or with the student as a paid employee.
2. **School-Based:** Students participate in a school-based experiences on a Bristol Tennessee City School campus. Students learn through targeted project based learning, school-based enterprises, and could include experiences such as the IT Internship.

Both models incorporate a portfolio based assessment where students collect examples of how their experiences in WBL achieve learning standards at a professional-level expectation. Upon completion of the course, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths.

TENNESSEE DUAL ENROLLMENT GRANT (DEG)

Application Guidelines

For complete guidelines, visit <http://www.tn.gov/collegepays/article/tsac-student-portal>

- Must be a Tennessee resident for one year as of September 15 of the academic year of enrollment.
- Completed grant application must be received prior the first day of class.
- Meet admissions criteria for dual enrollment.
- Student must maintain a cumulative 2.75 GPA on all post-secondary courses to maintain eligibility.

2019-2020 Academic Year

1. The award amounts at eligible two-year institutions and four-year institutions will be as follows:

1. Up to \$500 for the first course
 2. Up to \$500 for the second course
 3. Up to \$200 for the third course
 4. No award for the fourth course
-
2. DEG award amounts for courses 5-8 shall not exceed \$600 per semester (\$1,200 per year).
 3. A student may receive funding for one (1) course per semester. To receive funding for one additional course per semester, the student must meet the minimum HOPE Scholarship academic requirements at the time of dual enrollment. For more details, please see the Tennessee HOPE Scholarship eligibility requirements.
 4. Students who receive the Dual Enrollment Grant amount for more than four (4) dual enrollment courses over the junior and senior years will have the amount reduced from their Tennessee HOPE Scholarship on a dollar for dollar basis.
 5. College courses attempted and the number of years enrolled as dual enrolled students shall not count against the 120 semester hours and five (5) years limitation for the Tennessee HOPE Scholarship program.
 6. The Dual Enrollment Grant shall be used for lower division (courses numbered 100-200 or 1000-2000) postsecondary degree-seeking courses.

In order to qualify for the grant each semester you must complete an online application.

Once you enter the site enter your SSN, name and DOB to continue. Select Dual Enrollment and the semester for which you are applying once you are in the system. The link is provided below:
<http://www.tn.gov/collegepays/article/tsac-student-portal>

Northeast State Dual Enrollment

Students in this program will complete all Northeast State admission requirements and program entrance requirements (with the exception of the high school diploma) prior to enrolling in college classes.

Advantages:

- Students receive collegiate-level instruction while remaining in their own high school environment.
- Students are intellectually and academically challenged, enhancing leadership and social development.
- Students can earn transferable college credits(s) resulting in financial savings for the parents.
- Students receive full library privileges and access to college activities.

Program Entrance Requirements

1. Students enrolling in general education courses (English composition, history, psychology, etc.) or in courses requiring English or Reading as prerequisites must have an ACT sub-score of 18 in English and 19 in reading. Students enrolling in selected math course(s) or courses requiring math as a prerequisite must have a minimum ACT sub-score of 19 (Pre-calculus requires a 22).
2. Courses must be chosen by the student in consultation with the high school counselor or principal and the University Parallel Dual Enrollment Office.
3. Students may not enroll in more than 12-credit hours per semester without approval of the assistant vice president for Evening and Distance Education.
4. Exceptions to the above criteria must be approved by the high school principal and the Vice President for Academic Affairs.
5. Students must attend an Orientation on May 3rd or 4th at 1:30 in the THS counseling office to complete the enrollment process.

The following items will be completed online and submitted at your Orientation or Advisement Appointment:

- Complete Northeast State On-line Application
- Provide Copy of High School Transcript o Provide Copy of ACT or SAT Scores
- Complete the Family Educational Rights and Privacy Act (FERPA) Form (3rd Party Release)
- Complete the Online Dual Enrollment Grant Application

The following information is required to complete your student application file:

- Complete Northeast State On-line Application
- Signed Transcript Request Form
- Provide Official Copy of High School Transcript
- Provide Official Copy of ACT or SAT Scores
- Complete the Family Educational Rights and Privacy Act (FERPA) Form
- Complete the Online Instructions for the Dual Enrollment Grant Application

(On-Line Application: <http://www.northeaststate.edu/Campuses-and-Distance-Education/High-School-Programs/University-Parallel-Dual-Enrollment-Program/>)

There is a fee involved with this course. Some students may qualify for the Dual Enrollment Grant. Payment for dual enrollment will be worked out between Northeast State and the student/parent.

If a student fails to maintain a grade of "C" in a Dual Enrollment course, he/she will be required to withdraw from the program. Most institutions receiving transfer credit require that the student earn at least a "C" average on college-level work to be transferred.

Although Northeast State students have successfully transferred to numerous colleges and universities, it is the responsibility of students who are not planning to attend Northeast State after high school, to contact the colleges of their choice to ensure transferability of coursework.

All grades earned will become a permanent part of the student's academic record at Northeast State. A transcript will not be released by the college until the student has graduated from high school.

Northeast State Dual Enrollment Possible Costs Prices subject to change

Classes at Tennessee High (two classes per semester): \$1,000

Payments for dual enrollment will be worked out between Northeast State and the student/parents.

** The tuition for rising juniors could be covered through the Dual Enrollment Grants; students will still be responsible for books.

King University

To enroll in a King University course, students must:

1. Complete a King Fellows Application
2. Provide a transcript and ACT scores
3. Complete the online Tennessee Dual Enrollment Grant Application

(On-Line Application: <http://www.king.edu/dualenrollment/tn-dual-enrollment-grant.aspx>)

Payments for dual enrollment will be worked out between King University and the student/parents

Tusculum College

Tusculum Online Dual Enrollment courses are offered based upon availability. These courses are offered at no cost to students who meet the TN Dual Enrollment Grant eligibility requirement.

Students will need to purchase textbooks. Please visit <http://web.tusculum.edu/dualenrollment/> for more information.

DUAL ENROLLMENT COURSES OFFERED AT TENNESSEE HIGH SCHOOL

Northeast State Community College	
Fall	Spring
401380 Statistics/ Sociology	403890 English Comp I/ 404080 English Comp II

Tusculum College	
*Students will choose one course from each session	
Session One	Session Two
Computer as a Tool	Computer as a Tool
Composition and Rhetoric 1	Composition and Rhetoric 2
World Literature	World Literature
US History 201	US History 202
Quantitative Applications	Quantitative Applications
Elementary Statistics	Elementary Statistics
Psychology	Psychology
Principles of Social Instutuions	Principles of Social Institutions
World Religion	Public Speaking
Art History	World Religion
	Art History

King University
English Composition

*****NOTE: Having a college class listed on your student schedule does not mean that you are automatically enrolled in a dual enrollment class. You must complete a college application and the Dual Enrollment Grant application and be accepted in that class.*****

THS Online Learning Credit Recovery (CR)

Credit Recovery Objective

The goal of Credit Recovery (CR) is to give high school students the opportunity to graduate in a timely manner. This program has policies and procedures that allow students who have failed a course (with a score of 50-69) an opportunity to gain course credit without repeating the entire course in a classroom. Tennessee High School students allowed to participate in CR must adhere to the rules and policies outlined below.

- Any student who has failed one or more courses may request to participate in the CR Program through their assigned school counselor. Only CR Program Requests submitted by a THS School Counselor will be considered to participate.
- The majority of the course content of the CR Program is provided through Edgenuity, a vendor-based program. A small number of online courses may be offered through other sources.
- All students who are allowed to participate in CR Program must abide by all stated rules and policies.

Credit Recovery Student Eligibility and Admission Guidelines

- In order to be considered eligible to participate in CR, students must obtain a final grade within the range of 50-69 in the regular classroom course. Please note that NOT ALL regular THS classroom courses are available for CR. Please see your school counselor for a list of available CR courses.
- Students should enroll in TWO courses to be considered for entry into the CR program. Students only needing one online course may need to repeat the regular classroom course, attend the THS Summer School Program, or complete the course after school hours if recommended by their school counselor (ex: in the library or one of the THS After School Programs, or at home).
- If a student completes both courses before the end of the semester, the student will be required to enroll in a third online course or that period will be used for remediation and/or enrichment in the eLearn classroom. Students WILL NOT be allowed to stop attending the eLearn classroom.
- Recovered credit(s) will be awarded when students have completed the required coursework and have an overall grade average equal to or above 70% in the credit recovery course.
- According to the Tennessee Department of Education guidelines, students shall be awarded a 70 - D upon credit recovery completion.

THS Credit Recovery Step-By-Step Procedures

- Counselor will review the transcript and determine if credit recovery is appropriate. Students who complete a course with a final grade of 50-69 are eligible for credit recovery in that course.
- Counselor will contact the parent/guardian to obtain written parental permission for the student to participate in a credit recovery course. The counselor will also inform the parent/guardian that not all post-secondary institutions accept credit recovery course credit and the NCAA Clearinghouse will not accept credit recovery course credit.
- Upon receiving written parent/guardian permission, the counselor will submit an online request for enrollment in a credit recovery course to administration.
- Once approved, Administration will notify an eLearn teacher to enroll the student in the credit recovery course.

- An eLearn teacher will enroll the student in the course.
- ELearn teachers will provide a timely update on each student’s progress on the credit recovery course to all THS Counselors, THS Administrators, and other eLearn teachers.
- Once the student has completed the credit recovery course, the eLearn teacher or homebound teacher will notify Administration of the grade in the credit recovery course.
- The final grade of a 70 – D will be recorded on the student’s transcript.

Available Credit Recovery Courses:

<u>Math</u>	<u>English</u>	<u>Science</u>	<u>Social Studies</u>	<u>PE</u>
Math 1 P1	English 1	Biology	World History	Online PE
Math 1 P2	English 2	Physical	US History	
Math 2 P1	English 3	Science	Government	
Math 2 P2	English 4		Economics	
Math 3 P1				
Math 3 P2				
Online Bridge				
Math				



SOPHOMORE ACTION PLAN

What should I be doing now?

- **Keep those grades up!** You might have a lot going on this year, but it's important to stay focused on your schoolwork. Grades will determine your future opportunities.
- **Sign up for a college savings account or continue to add money to an existing account.**
- **Talk to your parents about finances and financial aid options.** It's a good idea to start talking about how you're going to pay for college and how to manage money.
- **Continue conversations with your school counselor, teachers, family members, or trusted adults about your plans for college or other paths toward a career.**
- **Find out about AP and other honors-level courses for your junior year.**
- **Continue extracurricular activities.** Remember, many admissions officers and future employers look for well-rounded students who participate in the world around them. If you have room in your schedule, consider a part-time job or volunteer position.
- **Look into participating in academic enrichment programs, summer workshops, and camps with specialty focuses such as music, arts, sciences and vocational.**
- **Take the Pre-ACT.** This is a valuable test to help you prepare for the ACT, which you can take next year.
- **If you plan to take the SAT, take the PSAT in October.** The scores will not count for National Merit scholar consideration this year, but it is good practice for taking the PSAT in your junior year (when the scores will count).
- **It's not too early to start studying for standardized tests like the ACT and SAT.** A great place to start is with the Test Prep section on the test center's website. Or enroll in your school's ACT/SAT class or study sessions.
- **Investigate your options for participating in dual enrollment classes next year.** This allows juniors and seniors to enroll in college courses if they meet certain requirements.
- **Keep a list of your academic, athletic, and community experiences.** Continue to document a recommended 10 hours of community service each semester.



JUNIOR ACTION PLAN

Fall:

- Start your college search. Visit colleges as you are able to do so. Use the internet to learn more about schools and their requirements.
- A great college search web page is www.collegeboard.com
- Visit your counselor to discuss your ideas about where you may want to apply or to brainstorm some potential schools if you are not sure.

Spring:

- Make sure that you sign up for the correct classes for your senior year. Keep in mind that it is good to challenge yourself.
- If you are behind in credits or struggling with a class, be sure to meet with your counselor to make a plan to turn things around.
- Take the ACT and/or SAT. You can register to take the ACT online at www.actstudent.org.
- Do more college exploration. Begin to determine the schools you would like to apply to in the fall.
- Potential College Athletes: Remember to register with the NCAA Eligibility Center and/or NAIA Eligibility Center.

Things to keep in mind ...

1. Have a resume that you keep updated with your activities, honors, and projects.
2. Taking the ACT more than once will allow the opportunity to provide colleges with two sets of scores.
3. Keep your grades up because your GPA that is sent to colleges in the fall will reflect your grades through Term 2 of your junior year.
4. Stay involved! Do community service, try out for leadership position, or try an internship or job for some experience.
5. Start thinking about where you will do 8 hours of community service for Tennessee Promise 2nd semester of your Senior year.



SENIOR ACTION PLAN

What should I be doing now?

- Make a list of schools that interest you and keep a file of deadlines and admission requirements for each school.
- Take the ACT or SAT tests again. Have the official scores sent by the testing agency to the colleges that are on your list. Potential collegiate athletes remember to include codes for NCAA Eligibility Center (9999) and/or NAIA Eligibility Center (9876).
- Get started on any essays to be included with your applications. Give your essays to others (parents, teachers, coaches) for feedback.
- Submit your college admission applications.
- Request that the Counseling Office send your transcript once you submit your college application.
- Work on your scholarship applications and submit according to deadlines.
- Be aware of the dates for and attend the mandatory TN Promise meetings.

Do community service

- Continue to look for opportunities to do volunteer work. Document service hours. These hours will be needed as part of your TN Scholars' and other requirements. Volunteer hours may also be needed for some scholarships.

Develop a resume

- Keep a list of your academic, athletic, and community experiences. A detailed resume could be a helpful addition to your college application. It is also important to give your resume to anyone from whom you have requested a letter of recommendation.

Be mindful of your grades

- Students should try to maintain a 3.0 GPA or better to stay eligible for the Tennessee Education Lottery Scholarship.

Make sure that you are taking advantage of all Scholarships

- Get your FAFSA filled out ASAP after October 1st : www.fafsa.gov.
- Check the Counseling webpage for scholarship opportunities.

Keep in touch with your school counselor for other important information about your Graduation, such as dates, signing your Graduation Agreement and ordering your cap and gown!

Peer Tutor Application

Peer Tutor Requirements :

- Minimum grade point average of 3.5. Students who do not meet this requirement can receive a recommendation from their counselor for a waiver of the grade point average requirement.
- Acceptable attendance and discipline record.
- Daily contact with designated students (see below).
- Reflective Journal entry to be completed (on-line) once a week and turned in to supervising teacher.
- Conference with supervising teacher as needed to discuss concerns and monitor progress in the classroom.
- Conference with mentor teachers as needed.

Possible Required Placements Include:

- Special education classes (see course description flyer)
- Core academic classes at THS (English, math, science, Social Studies)
- Other academic classes (computers, vocational, etc.)
- Core academic classes at Vance Middle School and system elementary schools

***If you cannot agree to be assigned to one of the above placements to assist students with special needs, you should not be a peer tutor. By signing below you are agreeing that you understand that no placement is guaranteed and placement depends upon the needs at Tennessee High first.**

Name: _____ Grade: _____	
Previous Peer Tutor experience?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, where were you assigned?: _____ Would you like to go back to this same placement again? Yes or No
Teacher Recommendation: (Signatures required)	<input type="checkbox"/> English Teacher: _____ <input type="checkbox"/> Math Teacher: _____ <input type="checkbox"/> Science Teacher: _____ *A teacher recommendation does not guarantee placement, but with your recommendation you acknowledge that you are willing to accept this student as a peer tutor in your classroom.
Counseling Office: *Attach Daily Attendance Info. (Required)	_____ GPA Counselor Recommendation: YES NO Counselor Signature: _____

Leadership Challenge Application

Your name: _____

Grade: _____

Are you on track for graduation (passed all required graduation)? _____

What is your overall grade point average? _____

Attendance Record for previous semester: _____

Discipline Record for previous year (any ISS, OSS, etc.): _____

Please rate yourself from 1 to 10 (1 being the lowest and 10 being the highest) based on the following criteria:

Criteria	Score from 1-10
Ability to follow instructions	
Social skills (gets along well/respect for others)	
Demonstrates dependability	
Self-motivated/shows initiative	
Demonstrates responsibility (directs energy toward tasks)	
Demonstrates enthusiasm in performing assigned tasks	
Strives for excellence	
Attendance/Punctuality	
Mentally alert (organization skills/problem-solving skills)	
Demonstrates proper etiquette and manners	
Demonstrates integrity/honesty	
Demonstrates optimism and self-respect	
Ability to adapt to change	
Communication skills	
Cell Phone/Social Media Control or Etiquette	

If a close friend or classmate was asked to describe you in 3 words, what would they say? _____

Please provide any other comments/concerns that may be beneficial in potential selection for LC.

You are required to have one teacher recommendation form completed in order to participate in Leadership Challenge. Please list the name of the teacher you plan to ask to complete the recommendation for you.

Leadership Challenge Teacher Recommendation

Your Name: _____

Name of Student/Potential Leadership Challenge Candidate: _____

How long have you known this student? (circle one)

- Less than 1 year
- 1 to 2 years
- 2 to 4 years
- More than 4 years

In what capacity do you know the student? (circle all that apply)

- Former or Current Teacher
- Extra-Curricular Coach or Sponsor
- Family Friend
- Other

Please rate from 1 to 10 (1 being the lowest and 10 being the highest) the potential Leadership Challenge student based on the following criteria:

Criteria	Score from 1-10
Ability to follow instructions	
Social skills (gets along well/respect for others)	
Demonstrates dependability	
Self-motivated/shows initiative	
Demonstrates responsibility (directs energy toward tasks)	
Demonstrates enthusiasm in performing assigned tasks	
Strives for excellence	
Attendance/Punctuality	
Mentally alert (organization skills/problem-solving skills)	
Demonstrates proper etiquette and manners	
Demonstrates integrity/honesty	
Demonstrates optimism and self-respect	
Ability to adapt to change	
Communication skills	

Overall, would you recommend this student for Leadership Challenge as a representative of our school and community?
(Circle)

Yes No

Please provide any other comments/concerns that may be beneficial in potential selection of this student for Leadership Challenge.

Please place in an envelope and sign across the seal. You may place in my box or give to the student to return to me. Thanks for your assistance!

Kathryn Parker

Work-Based Learning Intent to Participate Form

About Work-Based Learning

Work-Based Learning (WBL) for high school credit provides students with the opportunity to apply knowledge and skills learned in general education and Career & Technical Education (CTE) coursework in a work place setting. Students can earn a maximum of two WBL credits per year toward high school graduation.

Work-Based Learning Participation Minimum Requirements

- Must be 16 years old and able to transport themselves to their placement.
- Completion of a minimum of 2 credits in a CTE Program of Study (POS).
- No Out-of-School Suspension referrals.
- No more than 2 In-School Suspension referrals.
- Completion of the WBL Intent To Participate Form.
- Recommendation from current/former teacher and WBL Coordinator.

Work-Based Learning Participation Preferred Qualifications

- 2.75 GPA.
- 10 or fewer absences in current school year with no more than 3 unexcused absences.
- Less than 5 unexcused tardies in current school year.

Deadline for Submission of the Completed WBL Intent to Participate Form

Fall WBL: April 30th or Spring WBL: October 30th

- Students who submit a completed Intent to Participate Form on time will be considered first for WBL.
- Not every student who qualifies may be able to participate in WBL. Classes CANNOT be overloaded.

Work-Based Learning Intent to Participate Submission and Review Process

- 1. Talk to your counselor** to determine if you meet the requirements to participate in Work-Based Learning. This conversation should begin no later than registration for your senior year, but it is recommended to begin this conversation as early as possible.
- 2. Begin by asking your counselor to enter the information** concerning your graduation and scheduling requirements, attendance, GPA, and discipline, and to sign the Intent to Participate Form.
- 3. Complete your Intent to Participate Form** by providing the information in the Student Information section.
- 4. Sign your Intent to Participate Form** and make sure you have your parent/guardian's signature.
- 5. Obtain a recommendation from your teacher in the subject related to your WBL experience.** The teacher may consider the following before recommending you to apply for WBL:
What is this student's competency level? How was this student's attendance? How well did this student interact with other students in the class? Did the student accept responsibility for his/her action/inaction in a positive manner? Will this student represent the WBL program in a positive way?
The teacher may have additional requirements/forms that you must complete in order to receive a recommendation for WBL – make sure to meet all deadlines related to these requirements.
- 6. Submit your completed Intent to Participate Form** to the WBL Coordinator for review.
 - The WBL coordinator will review your discipline records and credit history. Only students who represent our school well will be approved for WBL opportunities. Employers seek people who are dependable, who get along with others, and who are responsible.
- 7. Return the approved Intent to Participate Form** to your counselor to initiate a schedule change to accommodate your WBL experience.

Student Information (to be completed by the student)

Student Full Name: _____	Date of Birth: _____
Home Phone: _____	Student Cell Phone: _____
Current Address: _____	Email Address: _____
Parent/Guardian Name: _____	Parent/Guardian Phone: _____
CTE Program of Study/Elective Focus Area: _____	

Employment Plans (Be specific. Explain how participation in the type of work-based learning experience you describe will further your understanding of the skills/concepts presented in your focus area or Program of Study.)

Signatures

<i>Student Signature</i>	<i>Date</i>
<i>Parent Signature</i>	<i>Date</i>
<i>CTE Teacher Signature</i>	<i>Date</i>

Administrative Information (to be completed by the counselor)

GPA: _____	Graduation/Scheduling Requirements: _____
	Attendance: _____
	Discipline Events: _____ None Attached
Counselor Signature	Date

Final Approval (to be completed by WBL Coordinator/CTE Director)

WBL Participation:	Approved Denied	Comments: _____
WBL Placement:	Approved Denied	Comments: _____
WBL Coordinator Signature		Date
CTE Director Signature		Date