Academic Catalog

2019-2020

This online version is the official version of the catalog.

CMCSS Academic Catalog
2019-2020

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School Counseling Program

High school counselors have compiled this information to assist you on your path to high school graduation and beyond. The CMCSS School counseling program follows the TN School Counseling guidelines.
http://tn.gov/education/topic/school-counseling

CMCSS Mission

Our mission is to educate and empower students to reach their potential.

School Counseling Mission

The mission of the CMCSS School Counseling program is to provide the academic, emotional, and career support that will allow our students to reach their potential.

Vision

Our vision is that each and every one of our students is a successful and productive citizen in our ever-changing society. Students have the necessary skills to reach their highest potential and make a difference in their local community and the global community.

Beliefs

All students are individuals with unique qualities that should be celebrated and developed.
All students can be successful if given the correct support and resources.
All students have the right to a safe, nurturing environment that supports their needs.
All counselors believe that all students have the ability to achieve success.
All counselors will advocate for every student.
All counselors will follow the ASCA Ethical Standards for School Counselors

School Counseling Office Services

Each high school has professional school counselors who provide the following services:

- Individual and group counseling to help students with educational planning, social development, and school or personal concerns
- Information on colleges, careers, scholarships, and financial aid opportunities
- Registration, orientation, and placement of students
- Career and vocational counseling
- Assistance to students, parents, teachers, and agencies concerning students and programs
- Provide information about community agencies and programs
- Additional community services may be provided at some schools (i.e. - Centerstone, Military Family Life Consultants, Advise TN College Advisors, and Behavior Intervention Specialists)

TENNESSEE GRADUATION REQUIREMENTS

Students are required to complete a minimum of 22 specified credits.

The state of Tennessee allows four years and a summer for students to complete their high school graduation requirements.

Core Course Requirements

Courses	Credits	Minimum Requirements
English	4	•English I •English II •English III •English IV
Math	4	•Tennessee students are required to be enrolled in a math course each year of high school. •Algebra I, Geometry, Algebra II •At least one additional math course beyond Algebra II
Science	3	•Biology •Chemistry or Physics •One additional lab science credit (Ecology, Anatomy & Physiology, Environmental Science, Geology, Earth & Space, etc.)
Social Studies	3.5	•World History and Geography •US History and Geography •Economics (.5 credit) •US Government and Civics (.5 credit) •Personal Finance (.5 credit)
Wellness/PE	1.5	•Lifetime Wellness •Physical Education (May substitute 66 hours of documented participation in a CMCSS school-sponsored, after-school physical activity for this requirement.)

Additional Requirements

Courses	Credits	Minimum Requirements
Foreign Language	2	2 years of the same language
Fine Art	1	From Art, Music, or Theater selections
Focused Electives	3	From CMCSS approved list – See Chart (page iv)

Assessments		Requirement
ACT		Completed in the spring of 11th grade
Citizenship Test		Completed in US Government & Civics or JROTC II

NOTES:
Each credit requirement may be met only once. Taking a subsequent course that meets the same requirement is considered an audit and is not counted for credit.

Credited core courses taken prior to 9th grade may count only as **elective** credit. In these cases, students would be required to take additional courses in high school from that subject area**.**

Alternate Graduation Contract
The **Fine Art and Foreign Language Requirements** may be waived for students who are sure they are not attending a university immediately after graduation. These credits will be replaced with 3 additional focused elective courses (6 total) to prepare the student for his/her career choice. Parents and students will meet with the counselor to develop and sign the Alternate Graduation Contract **before** those requirements may be waived.

JROTC Course Substitutions (for students not choosing JROTC as their Focused Elective Group)

JROTC (2 years) = Lifetime Wellness (1 credit) and PE (.5 credit)
JROTC (3 years) = US Government and Civics (.5 credit) and Personal Finance (.5 credit)

Testing Requirements

Final Examinations
Examinations shall be given at the end of each semester and shall be required of all students with one exception: *A student will be exempt from a second semester course examination provided the student has a 93% or higher for each 9 week grading period during the second semester and the course is a full year class. NO students will be exempt from state end-of-course exams. All students enrolled in a one-semester course must take a final examination. Exams will be given on scheduled days only. NO early exams will be given. Please note that in compliance with the Military Interstate Compact, military families who have current PCS orders that conflict with the exam schedule may request an exception from the principal. Valid military orders must be presented.

TN Ready Examinations
TN Ready examinations are currently given in English I, English II, Algebra I, Geometry, Algebra II, U.S. History, and Biology. Further, the results of these examinations will be factored into the student's second semester grade at 15% as determined by the State Board of Education in accordance with T.C.A. 49-1-302 (2)**.**
The student is not required to pass any single examination, but instead the student would need to achieve a passing score for the final course average in accordance with the State Board of Education's uniform grading policy.

Course without a TN Ready exam:

- Count each 9-week grade as 40% and the school exam as 20%
- When student is exempt from 2nd semester exam, count each 9-week grade 50%. Students are exempt if they earned an A for N3 and an A for N4 in a yearlong course.

Course with a state TN Ready exam:

- 1st semester - each 9-week grade counts as 40% of the total grade and the school exam 20%
- 2nd semester - each 9 week grade counts as 35% of the total grade, TN Ready exam counts for 15%, the school exam counts as 15%
- When student is exempt from 2nd semester exam, count each 9 weeks as 42.5% and TN Ready exam as 15%

ACT's College and Workforce Readiness Benchmarks

ACT Benchmarks are minimum scores that indicate college and workforce readiness. Students meeting these minimum scores have a 50 percent chance of earning a B or better and a 75 percent chance of earning a C or better in the corresponding entry-level college course. Research also indicates that students meeting or exceeding the benchmarks are better prepared for success in the workforce. Students are encouraged to complete a **strong academic program** that will enable them to meet or exceed the ACT benchmark scores. While all students may not enter post-secondary education immediately following high school, they must be prepared for post-secondary training and lifelong learning.

ACT Readiness Benchmark Scores

Subject Test	ACT (11th)
English	18
Mathematics	22
Reading	22
Science	23

***Students are required to meet all of the ACT readiness benchmark scores to graduate with an Honors or Highest Honors diploma, per state policy.**

**ACT may periodically adjust benchmark scores to reflect changes in college and career readiness requirements.

Citizenship Assessment

All high school students shall complete the United States civics test. A student shall pass the test if the student correctly answers at least seventy percent (70%) of the questions.

Diploma Types

Regular – Will be awarded to students who earn the specified 22 units of credit and have satisfactory records of attendance and conduct. This includes students with an individual education plan who have earned their specified 22 units of credit.

Honors - All requirements for a Regular Diploma must be fulfilled plus an 85% cumulative percent average with no semester grade lower than a 75 and score at or above **ALL** of the subject area readiness benchmarks on the ACT or equivalent score on the SAT. (SAT score requirements are 1070 total with Evidence-Based Reading and Writing sub score minimum of 480 and Math sub score minimum of 530. Students cannot mix and match college placement scores. They must use one test or the other to meet all benchmarks.

Highest Honors – All requirements for an Honors Diploma must be fulfilled plus a 90% cumulative percent average with no semester grade lower than a 75 and complete the courses below:

- Four English to include honors, dual enrollment or Advanced Placement levels in 10th, 11th, and 12th.
- One of the math credits must be earned in a course above the Algebra II/Geometry level. (While Bridge Math does include
  some standards above the level of Algebra II, it does not meet the requirement for a Highest Honors diploma.)
- Three high school science courses to include Biology I and two of the following: Chemistry, Physics, Anatomy & Physiology, or any AP Science course.
- Two years of the same foreign language
- Two Advanced Placement classes* (one must be from core - English, math, science, social studies)

*A technical licensing course that meets honors criteria may substitute for a non-core AP course.

NOTE: For the purposes of senior ranking and diploma types for Honors or Highest Honors qualified students, ACT benchmark scores must be received by the school prior to the end of Semester 1 for the ranking process and prior to the final day of regularly scheduled classes for the final diploma type. Students should plan accordingly to take the ACT well in advance so the school receives scores in a timely manner.

Special Education Diploma – A special education diploma will be awarded after the 4th year of high school to students with an individual education plan (IEP) who have met the requirements of their IEP but have not completed the specified 22 credits required to earn a regular diploma.

Occupational Diploma – An occupational diploma will be awarded to students with an individual education plan (IEP) who have met the requirements of the SKEMA, completed the English, Biology and Algebra alternate assessments and completed 2 years of work experience.

Alternate Assessment Diploma – An alternate assessment diploma will be awarded to students with an individual education plan (IEP) who have completed the required 22 credits, the high school alternate assessments, and a transition assessment.

Ready Graduate

As proposed in Tennessee's ESSA state plan, the Ready Graduate indicator is calculated as follows:

- Graduation rate multiplied by the percentage of students who meet at least one of the following criteria
- Earn a composite score of 21 or higher on the ACT; OR
- Complete four early postsecondary opportunities (EPSOs); OR
- Complete two EPSOs + earn an industry certification; OR
- Complete two EPSOs + earn a score of military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)

State Honors and Distinctions:

Graduating with Distinction

CMCSS students earning diplomas will be recognized on the graduation program as graduating with distinction by attaining an 85% cumulative average and completing at least one of the following:

- Earn a nationally recognized industry certification
- Participate in at least one of the Governor's Schools
- Participate in one of the state's All State musical organizations
- Be selected as a National Merit Finalist or Semifinalist

- Attain a score of 31 or higher composite score on the ACT
- Attain a score of 3 or higher on at least two Advanced Placement exams (Students who have taken a minimum of 2 AP courses but who have not received final scores yet will be indicated as "pending.")
- Earn 12 or more semester hours of postsecondary credit; must be documented on postsecondary transcript

Volunteer Recognition Policy

Students completing 10 hours of volunteer service each semester beginning in 9th grade will be recognized at graduation by receiving a pin for their service. The hours must be compiled and turned into the school counseling office each semester of high school. http://www.cmcss.net/iso/masterdocs/INS-P036.pdf

Tennessee Scholars

The Tennessee Scholars Program provides recognition to outstanding students who meet the challenging academic and community service requirements. Information including requirements, benefits, and applications are available at www.tennesseescholars.org. If you are interested in becoming a Tennessee Scholar, you should plan to begin meeting the requirements beginning with your 9th grade year. Students who qualify and submit their information to their school counselor will be recognized as a Tennessee Scholar in the graduation program and will receive a medallion to wear at graduation.

Grading and Credit Policies

The Clarksville-Montgomery County School System adheres to the State's Uniform grading policy as per State Board of Education.
https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/3000/3.301%20Uniform%20Grading%20Policy%209-21-18.pdf

Tennessee Uniform Grading Scale

Letter	Percent	Points
A	93-100	4
B	85-92	3
C	75-84	2
D	70-74	1
F	69 and below	0

Transfer Grade Conversion
It is the intent of the district to attain the numerical grade from a transfer school or post-secondary institution. When the numerical grade is not provided, the following scale will be used to convert the letter grade that is provided:

A+ = 98	B+ = 91	C+ = 83	D+ = 74	F = 65
A = 95	B = 88	C = 80	D = 72	
A-= 93	B- = 85	C- = 76	D- = 70	

*In order to receive credit for a course, a student must receive a minimum grade of 70.
** Transfer percentage grades from out-of-district schools will be converted to the Tennessee Uniform Grading Scale for grade points as listed above.

All grades earned in high school courses are a permanent part of the high school transcript. Grades are never removed from transcripts. For purposes of the HOPE Scholarship Eligibility Grade Point Average, a student may repeat any failed course, and the failing grade for the first attempt will be exempt in the HOPE Scholarship Eligibility Grade Point Average calculation.

Weighting AP, Honors, and College Courses

Weighting for Advanced Placement Courses
Five percentage points will be added to nine weeks grades (70 or above) in AP courses which follow the national AP guidelines, extend the state mandated curriculum with rigor, and meet five of the nine state recommended components for honors classes.

Weighting for Honors Courses and National Industry Certification
Three percentage points will be added to nine weeks and semester exam grades (70 or above) in honors courses and national industry certification preparation classes that extend the state-mandated curriculum with rigor and meet five of the nine state recommended components of honors classes.

Weighting for Dual Enrollment and State Dual Credit Courses
Four percentage points will be added to nine weeks and semester exam grades (70 or above) in Post-Secondary Dual Enrollment and State Sponsored Dual Credit courses in which the student takes the State Dual Credit Challenge Exam.

Class Ranking

Class rank is based on the student's **cumulative percent average**. In the interest of encouraging and recognizing outstanding academic achievement, ranking is based on the type of diploma earned with highest honors ranked first, honors second, and regular
Third. Class ranking is determined only after the first semester of the student's 12th grade year. This will be the student's official and
final class rank. Students entering from home school for their senior year only will not be ranked.

Selection of Valedictorian

The selection of valedictorian shall be according to the following procedure:

1. The valedictorian shall be selected from the Highest Honors program and shall have the highest cumulative percent average. The numerical average shall be calculated at the end of the 1st semester of 12th grade. In case of a tie for valedictorian, co-valedictorians will be honored.
2. To be eligible for valedictorian, a student must be enrolled in CMCSS prior to and continuously following the tenth day of the student's senior year.
3. Foreign exchange students will not be considered.

Graduation Participation

Students must meet **ALL** graduation requirements **before** they may participate in the graduation ceremony. However, participation is not mandatory. Only CMCSS graduates may participate.

Classification of Students

Students are promoted at the end of each school year based on the following:

- One year attendance and 5 credits earned – classified as 10th grade
- Two years attendance and 10 credits earned - classified as 11th grade
- Three years attendance and 15 credits earned - classified as 12th grade
- Four years attendance and 22 required credits earned – classified as a graduate

Credits earned in Credit Recovery, Virtual High School (VHS), or Summer School

Credit Recovery, VHS, or Summer School courses are designed to assist credit deficient students at risk of not graduating in their four years of eligibility in high school. Since there is limited space in the program, VHS participation is determined by school level administration and is not open enrollment. Honors and AP courses are **not** available in the above-mentioned remedial programs. Students working toward a Highest Honors diploma should plan accordingly. Credits earned in these remedial programs are not recognized for NCAA eligibility.

Early Post-Secondary Opportunities

Early Postsecondary Opportunities (EPSOs) provide students with the opportunity to earn college credit while in high school, develop the confidence and skills necessary for success in postsecondary, make informed postsecondary and career decisions, and decrease the time and cost of completing a certificate or degree. CMCSS opportunities include: Advanced Placement, joint or dual enrollment, capstone industry certifications, and statewide dual credit. Each high school offers a variety of opportunities. Juniors and Seniors who meet the college admissions requirements have the opportunity to begin post-secondary education. Please note that a three credit hour course of college is equal to one semester of high school credit. Dual enrollment students at public institutions may qualify for state dual-enrollment grants to help with the cost of tuition. https://www.tn.gov/collegepays/article/dual-enrollment-grant

CMCSS Career Academies

CMCSS offers Career Academies at each CMCSS high school. After careful study of student interests as well as local, regional, and national job trends, the following Academies were developed:

- **Clarksville High** – Academy of Business and Finance
- **Kenwood High** – STEM Academy (Science, Technology, Engineering, and Mathematics)
- **Montgomery Central High** – Academy of Plant and Animal Systems
- **Northeast High** – Academy of Computer and Information Technology
- **Northwest High** – Academy of Health Science
- **Rossview High** – Academy of Media Arts and Technology
- **West Creek High** – Academy of Criminal Justice and Homeland Security, Academy of Teaching and Learning

In the spring as part of the high school registration process, CMCSS 8th graders will have the opportunity to apply for enrollment in one of the above Academies. If a student is enrolled in an Academy, the student will be able to remain at

that school through all 4 years of high school. Students will be able to participate in all activities at that high school to include band, JROTC, athletics, clubs, etc. Students enrolled in an Academy will enjoy the advantage of curriculum integration between the academy focus and their academic courses making this small learning community an excellent educational opportunity. Should students decide to transfer back to the zoned high school, **transfers are only allowed at the end of a semester**. This protects the student from losing semester credits earned at the Academy that may not be available at the zoned school.
Please see more information at **http://www.cmcss.net/schools/academies.aspx**

CMCSS Early Technical College at Tennessee College of Applied Technology (TCAT)

The CMCSS Early Technical College at TCAT offers junior and senior high school students a more independent learning environment in which students can earn credits toward industry certifications or TCAT diplomas while simultaneously completing credits toward their high school diploma. Students will spend their entire school day on the TCAT campus, taking HS classes through an online platform and TCAT classes in hands-on labs. The TCAT offers a variety of programs and serves as the premier supplier of workforce development throughout the State of Tennessee. Potential students will complete an application in the winter of their 10th or 11th grade year. For more details about the programs offered to CMCSS students at TCAT, visit https://www.cmcss.net/tcat/

CMCSS Pathways at Nashville State Community College (NSCC)

CMCSS Pathways at NSCC provides opportunities for juniors and seniors in high school to earn certifications in pathways not currently offered in traditional CMCSS high schools. Students attend core classes at their zoned high school in the morning, then attend pathway classes on the campus of NSCC in the afternoon. NSCC offers a variety of programs that prepare students to go right to work or transfer credits to other universities after graduation. Potential students will complete an application in the winter of their 10th grade year. For more details about the pathways offered to CMCSS students at NSCC, visit https://www.cmcss.net/tcat/

Middle College at Austin Peay State University (APSU)

The CMCSS Middle College at APSU enables junior and senior high school students the option to obtain a high school education while concurrently receiving direct and invaluable access to college courses on the campus of APSU. Students who attend the Middle College may have the option to complete either the transitional Middle College pathway or the associate degree pathway. Potential students will complete an application in the winter of their 10th grade year. For more details about the pathways offered to CMCSS students at APSU, visit https://middlecollege.cmcss.net/

Athletic Eligibility

High School Eligibility – Tennessee Secondary Schools Athletic Association (TSSAA) http://tssaa.org/
To be eligible to participate in high school athletics during any school year, the student must earn 5 credits the preceding school year. All credits must be earned by the first day of the beginning of the school year. Credits completed after school begins do NOT count toward that year's eligibility. Academic eligibility for a student is based on the number of credits required at the school the student was attending at the conclusion of the previous school year. Students that are ineligible at the beginning of first semester may become eligible on the first day of the second semester if a minimum of 5 credits is earned during first semester. Please visit their website for guidelines.

College Eligibility - National Collegiate Athletic Association (NCAA) www.eligibilitycenter.org

In order to practice and participate in intercollegiate athletic competition and/or receive an athletic scholarship the first year of college attendance, all athletes must be cleared through the NCAA. NCAA, not high school coaches, athletic directors, or counselors, determines a student's eligibility for college sports. Please note:

- The list of NCAA approved courses for each high school may be found on the NCAA website.
- Students must have their ACT or SAT scores sent directly from ACT/SAT to the NCAA. Use code 9999 when registering.
- Credits earned in an online setting may **NOT** be recognized by NCAA for eligibility. Future college athletes should plan to earn all credits in a regular classroom setting.

Special Transfer Applications

Several CTE programs are offered only at specific schools. Students may request to attend another high school if their desired Program of Study (POS) is not offered in the zoned school. The student/parent must complete a ***Special Transfer Application*** to be considered. Special Transfer Applications may be obtained in the spring from the CMCSS Student Services Office, 430 Greenwood Avenue, and (931) 542-5065. These forms must be turned in to the Office of Student Services between March 1 and April 30. Students granted a special transfer will be assigned to the new school for the entire day for the following year and are also responsible for providing their own transportation. In the event a program is full, the students zoned for the school where that program is offered will be given priority. Students/Parents must submit a Special Transfer application **each** year that the student requests to attend other than his/her zoned school. Students whose Special Transfer Applications are approved are expected to maintain acceptable attendance, discipline, and academic progress. Special transfer approvals can be revoked for failing to maintain these expectations. **Additionally, students who are granted a special transfer to attend a school other than their zoned school will not be eligible to participate in athletics for a period of twelve (12) months from the date of first enrollment. Students that transfer schools but do not have a change their physical address are not eligible to play TSSAA sports for 12 months http://tssaa.org/ .**

Tennessee Education Lottery Scholarship Program

HOPE

Currently, the HOPE scholarship requires either a minimum 21 composite ACT (980 SAT math and critical reasoning score) or 3.0 final cumulative GPA. Information regarding additional scholarships available through the lottery scholarship program is available at www.tn.gov/collegepays. Please check with the school counseling office or the Tennessee state website for the most current information concerning the available scholarships and requirements.

Tennessee Promise

Tennessee Promise is both a scholarship and mentoring program focused on increasing the number of students that pursue post-secondary education in our state. Students must apply online by the November 1st deadline of their senior year and meet the other TN Promise requirements. Full information including a list of eligible institutions is available at www.TNPromise.gov.

Course Information and Opportunities

High School Course Descriptions

Part two of the catalog provides the course descriptions for courses available at your school. Some of the courses listed are honors, dual enrollment and AP (Advanced Placement) courses. Please refer to the information below for details about how these courses differ from the regular course counterpart.

Honors Courses

Honors courses in English, math, science, and social studies are available in each high school. Individual schools determine enrollment in honors courses. Honors course descriptions are listed within the content areas in this document. The State of Tennessee defines honors courses as follows:

- Enrollment requirements for honors courses are established at each school.
- Honors courses will substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education.
- Independent study, self-directed research, and appropriate use of technology are used to maximize interchange of ideas among students.
- All honors courses must include multiple assessments.

All honors courses include a minimum of five of the following components:

- Extended reading assignments
- Research-based writing assignments
- Projects connected to relevant or real-world situations
- Open-ended investigations
- Writing assignments that demonstrate a variety of modes, purposes, and styles
- Use of appropriate technology
- Deeper exploration of the culture, values, and history of the discipline
- Problem solving experiences
- Job shadowing experiences

Each student with a passing average at the end of the nine weeks will be awarded a three-point increase in the nine weeks and semester exam for that honors course.

CMCSS forms INS-A021 and INS-A022 provide further detail about honors courses in our high schools. Any changes in those policies will impact the information published here on the effective date of said change.

Dual Enrollment

The Clarksville-Montgomery County School System allows high school juniors and seniors to enroll in college classes with state institutions governed by the University of Tennessee or Tennessee Board of Regents. Private and non-Tennessee institutions will be approved on a case-by-case basis.

Local Dual Credit

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

State Dual Credit

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

All students enrolled in a statewide dual credit course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students which meet or exceed the exam 'cut score' receive college credit

that can be applied to any Tennessee public postsecondary institution. Exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

Advanced Placement [AP] Courses

Individual schools determine enrollment in AP courses. Students entering the AP program must be highly motivated, committed to the course, and understand the higher level of expectations.

The following information is excerpted from the College Board's overview of its AP Program:

"AP® is a rigorous academic program that provides willing and academically prepared high school students with the opportunity to study and learn at the college level. AP teachers help students develop and apply the skills, abilities, and content knowledge they will need later in college. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP® courses align with college-level standards."

AP Exam Score	Description	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	---
1	No recommendation	---

AP courses culminate with college-level assessments developed and scored by college and university faculty members as well as experienced AP teachers. AP Exams are a required part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Individual colleges determine if course credit is granted for the AP exam score. Each student with a passing average at the end of each nine weeks will be awarded a five-percentage point increase for the quarter for that AP course when the student takes the required culminating exam per state policy.

As an incentive for CMCSS students, those earning a score of 3 or above on a scale of 1 – 5 will be reimbursed the amount they paid for their test. Reimbursements should be received no later than November 1 of the following school year. NOTE: AP Exams are administered in May according to a national schedule established by the College Board. CMCSS reimburses students who earn a score of 3 or higher on any AP exam if they are in the class or if the class is not offered or available. Additional information concerning the national Advanced Placement program may be found at www.collegeboard.org.

Course Descriptions

ENGLISH DEPARTMENT

ENGLISH I 3001 1 credit Open to 9

In this course, students will practice literacy skills through an integrated model. Specifically, students will read literature and informational text, practice academic writing, conduct research, engage in speaking and listening skills, and apply language skills. Students will closely read and analyze a variety of literary selections (short stories, novels, articles,

essays, speeches, drama, and poetry) as well as informational texts (personal essays, speeches, opinion pieces, biographies, memoirs, etc.) and communicate this analysis through discussion, presentation, and writing tasks. Across all writing formats, students will develop a central idea, maintain a coherent focus in their writing, and elaborate the points they make with well-documented and relevant examples, facts, and details.

A state end-of-course exam is required at the end of the second semester. The score will count a percentage of the second semester grade as determined by the Tennessee State Board of Education.

ENGLISH I/ HONORS 3001HN 1 credit Open to 9

Prerequisites: Teacher Recommendation.

The Honors English I course is based upon the same general description as English I. Every honors course expands upon the standard course, as described in the Honors Courses section on pages xiv-xv of this document.

ENGLISH II 3002 1 credit Open to 10

English II shares the same standards as English I but significantly increases the rigor with which those standards are taught. Students will practice literacy skills through an integrated model. Specifically, students will read literature and informational text, practice academic writing, conduct research, engage in speaking and listening skills, and apply language skills. Students will closely read and analyze a variety of literary selections (short stories, novels, articles, essays, speeches, drama, and poetry) as well as informational texts (personal essays, speeches, opinion pieces, biographies, memoirs, etc.) and communicate this analysis through discussion, presentation, and writing tasks. Across all writing formats, students will develop a central idea, maintain a coherent focus in their writing, and elaborate the points they make with well-documented and relevant examples, facts, and details.

A state end-of-course exam is required at the end of the second semester. The score will count a percentage of the second semester grade as determined by the Tennessee State Board of Education.

ENGLISH II/ HONORS 3002HN 1 credit Open to 10

Prerequisites: English I and Teacher Recommendation.

Honors English II is based upon the same general description as English II. Every honors course expands upon the standard course, as described in the Honors Courses section on pages xiv-xv of this document.

ENGLISH III 3003 1 credit Open to 11

English III continues the student's growth in all language arts skills with an increased emphasis on building sophistication and effective style in all forms of communication. Students will continue to practice literacy skills through an integrated model. . Specifically, students will read literature and informational text, practice academic writing, conduct research, engage in speaking and listening skills, and apply language skills. Students will closely read and analyze a variety of literary selections (short stories, novels, articles, essays, speeches, drama, and poetry) as well as informational texts (personal essays, speeches, opinion pieces, biographies, memoirs, etc.) and communicate this analysis through discussion, presentation, and writing tasks. Across all writing formats, students will develop a central idea, maintain a coherent focus in their writing, and elaborate the points they make with well-documented and relevant examples, facts, and details.

ENGLISH III/ HONORS 3003HN 1 credit Open to 11

Prerequisites: English II and Teacher Recommendation.

The Honors English III course is based upon the same general description as English III. Every honors course expands upon the standard course, as described in the Honors Courses section on pages xiv-xv of this document.

<u>ENGLISH IV</u> 3005 1 credit Open to 12

English IV shares the same standards as English III but significantly increases the rigor with which those standards are taught. Students will practice literacy skills through an integrated model. Specifically, students will read literature and informational text, practice academic writing, conduct research, engage in speaking and listening skills, and apply language skills. Students will closely read and analyze a variety of literary selections (short stories, novels, articles, essays, speeches, drama, and poetry) as well as informational texts (personal essays, speeches, opinion pieces, biographies, memoirs, etc.) and communicate this analysis through discussion, presentation, and writing tasks. Across all writing formats, students will develop a central idea, maintain a coherent focus in their writing, and elaborate the points they make with well-documented and relevant examples, facts, and details.

<u>ENGLISH IV/ HONORS</u> 3005HN 1 credit Open to 12

Prerequisites: English I, II, III and Teacher Recommendation.

The Honors English IV course is based upon the same general description as English IV. Every honors course expands upon the standard course, as described in the Honors Courses section on pages xiv-xv of this document.

<u>ADVANCED PLACEMENT [AP] ENGLISH LANGUAGE COMPOSITION</u> 3013 1 credit Open to 11, 12

Prerequisites: English I-III and Teacher Recommendation. Parent override *not* recommended.

An AP course in English Language and Composition 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. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

All AP courses are based upon a common foundation of information from the College Board's AP program itself, the State of Tennessee, and the Clarksville-Montgomery County School System. This essential information is located in the Advanced Placement [AP] section on pages xiv-xv of this document.

<u>ADVANCED PLACEMENT [AP] ENGLISH LITERATURE/COMPOSITION</u> 3014 1 credit Open to 12

Prerequisite: English I-III and Teacher Recommendation. Parent override *not* recommended.

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

All AP courses are based upon a common foundation of information from the College Board's AP program itself, the State of Tennessee, and the Clarksville-Montgomery County School System. This essential information is located in the Advanced Placement [AP] section on pages xiv-xv of this document.

<u>ADVANCED CREATIVE WRITING</u> 3012 1 credit Open to 10, 11, 12

Advanced Creative Writing will allow students to refine their writing. Students will further develop and use technology in the writing process.

MATH DEPARTMENT

<u>ALGEBRA I</u> 3102 1 credit Open to 9

Algebra I emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial and exponential functions with domains in the integers. Students explore the structures of and interpret functions and other mathematical models. Students build upon previous knowledge to reason, solve, and represent equations and inequalities in multiple ways.

A state end-of-course exam is required at the end of the second semester. The score will count a percentage of the second semester grade as determined by the Tennessee State Board of Education.

<u>ALGEBRA I/ HONORS</u> 3102 HN 1 credit Open to 9th meeting prerequisites

Prerequisites: Teacher Recommendation

Honors Algebra I is based upon the same general description as Algebra I. Every honors course expands upon the standard course, as described in the Honors Courses section on pages xiv-xv of this document.

A state end-of-course exam is required at the end of the second semester. The score will count a percentage of the second semester grade as determined by the Tennessee State Board of Education.

<u>GEOMETRY</u> 3108 1 credit Open to students meeting prerequisites

Prerequisite: Algebra I

Geometry emphasizes similarity, right triangle trigonometry, congruence, and modeling geometry concepts in real life situations. Students build upon previous knowledge of similarity, congruence, and triangles to prove theorems and reason mathematically. This course also introduces students to geometric constructions and circles.

A state end-of-course exam is required at the end of the second semester. The score will count a percentage of the second semester grade as determined by the Tennessee State Board of Education.

<u>GEOMETRY/ HONORS</u> 3108 HN 1 credit Open to students meeting prerequisites

Prerequisites: Algebra I and Teacher Recommendation

Honors Geometry is based upon the same general description as Geometry. Every honors course expands upon the standard course, as described in the Honors Courses section on pages xiv-xv of this document.

A state end-of-course exam is required at the end of the second semester. The score will count a percentage of the second semester grade as determined by the Tennessee State Board of Education.

<u>ALGEBRA II</u> 3103 1 credit Open to students meeting prerequisites

Prerequisites: Algebra I and Geometry
Algebra II emphasizes polynomial, rational and exponential expressions, equations, and functions. This course also introduces students to the complex number system, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences. Students build upon previous knowledge to reason, solve, and represent equations and inequalities in multiple ways.

A state end-of-course exam is required at the end of the second semester. The score will count a percentage of the second semester grade as determined by the Tennessee State Board of Education.

ALGEBRA II/ HONORS 3103HN 1 credit Open to students meeting prerequisites
Prerequisites: Algebra I, Geometry, and Teacher Recommendation
Honors Algebra II is based upon the same general description as Algebra II. Every honors course expands upon the standard course, as described in the Honors Courses section on pages xiv-xv of this document.

A state end-of-course exam is required at the end of the second semester. The score will count a percentage of the second semester grade as determined by the Tennessee State Board of Education.

BRIDGE MATHEMATICS 3181 1 credit Open to 12
Prerequisites: Algebra I, Geometry, and Algebra II
Students scoring 19 or higher on the math subscore of the ACT may NOT be enrolled in this course.
Bridge Math is a course intended to build upon concepts taught in previous courses to allow students to gain a deeper knowledge of the real and complex number systems as well as the structure, use, and application of equations, expressions, and functions. Functions emphasized include linear, quadratic, and polynomial. Students continue mastery of geometric concepts such as similarity, congruence, right triangles, and circles. Students use categorical and quantitative data to model real life situations and rules of probability to compute probabilities of compound events.

PRECALCULUS 3126 1 credit Open to students meeting prerequisites
Prerequisites: Algebra I, Geometry, and Algebra II
PreCalculus 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 enrolling in PreCalculus should have scored at least a 22 on the math subscore of the ACT.

PRECALCULUS/ HONORS 3126HN 1 credit Open to students meeting prerequisites
Prerequisites: Algebra I, Geometry, Algebra II, and Teacher Recommendation
Honors PreCalculus is based upon the same general description as PreCalculus. Every honors course expands upon the standard course, as described in the Honors Courses section on pages xiv-xv of this document.

STATISTICS 3136 1 credit Open to students meeting prerequisites
Prerequisites: Algebra I, Geometry, and Algebra II
Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major themes in Statistics include: interpreting categorical and quantitative data, conditional probability and other rules of probability, using probability to make decisions, and making inferences and justifying conclusions.

<u>AP CALCULUS AB</u> **3127** **1 credit** **Open to students meeting prerequisites**
Prerequisites: PreCalculus and Teacher Recommendation. Parent override *not* recommended.
AP Calculus AB is primarily concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Subject areas include functions, graphs, limits, derivatives, and integrals. The use of technology is essential to the student's understanding of core concepts in this course. Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

All AP courses are based upon a common foundation of information from the College Board's AP program itself, the State of Tennessee, and the Clarksville-Montgomery County School System. This essential information is located in the Advanced Placement [AP] section on pages xiv-xv of this document.

<u>AP CALCULUS BC</u> **3128** **1 credit** **Open to students meeting prerequisites**
Prerequisites: PreCalculus and Teacher Recommendation. Parent override *not* recommended.
Co-requisite: AP Calculus AB
AP Calculus BC is an extension of AP Calculus AB rather than an enhancement. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Subject areas include functions, graphs, limits, derivatives, integrals, and polynomial approximations and series. The use of technology is essential to the student's understanding of core concepts in this course. Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

All AP courses are based upon a common foundation of information from the College Board's AP program itself, the State of Tennessee, and the Clarksville-Montgomery County School System. This essential information is located in the Advanced Placement [AP] section on pages xiv-xv of this document.

<u>AP STATISTICS</u> **3127** **1 credit** **Open to students meeting prerequisites**
Prerequisites: Algebra I, Geometry, Algebra II, and Teacher Recommendation. Parent override *not* recommended.
AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns; 2. Sampling and Experimentation: Planning and conducting a study; 3. Anticipating Patterns: Exploring random phenomena using probability and simulation; 4. Statistical Inference: Estimating population parameters and testing hypotheses. The use of technology is essential to the student's understanding of core concepts in this course. Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

All AP courses are based upon a common foundation of information from the College Board's AP program itself, the State of Tennessee, and the Clarksville-Montgomery County School System. This essential information is located in the Advanced Placement [AP] section on pages xiv-xv of this document.

<u>AP COMPUTER SCIENCE PRINCIPLES</u> **3634** **1 credit** **Open to 11, 12**
Prerequisites: Teacher Recommendation

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course
engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

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AP COMPUTER SCIENCE A **3634** **1 credit** **Open to 11, 12**
Prerequisites: Teacher Recommendation
The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

SCIENCE DEPARTMENT

Physical Science **3202** **1 credit** **Open to 9, 10, 11, 12**
Physical Science is a study of basic principles of physics and chemistry and builds the foundation to be successful in other science classes. Students investigate physical science concepts through an inquiry-based approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in the context of the content standards for Energy, Matter, Motion, and Forces.

Biology I **3210** **1 credit** **Open to 9, 10, 11, 12**
Prerequisites: Physical Science or Chemistry
Biology I is a laboratory science course that investigates the relationship between structure and function from molecules to organisms and systems, the interdependence and interactions of biotic and abiotic components of the environment, and mechanisms that maintain continuity and lead to changes in populations over time. Students explore biological concepts through an inquiry approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in the context of the content standards for Cells, Interdependence, Flow of Matter and Energy, Heredity, and Biodiversity and Change.

A state end-of-course exam is required at the end of the second semester. The score will count a percentage of the second semester grade as determined by the Tennessee State Board of Education.

Biology I/ Honors **3210HN** **1 credit** **Open to selected students**
Prerequisites: Physical Science or Chemistry (or select 9th graders who have successfully completed Science 8 Adv.) and Teacher Recommendation

Biology I Honors is based upon the same general description as Biology I. Every honors course expands upon the standard course, as described in the Honors Courses section on pages xiv-xv of this document.

Chemistry I **3221** **1 credit** **Open to 10, 11, 12**

Prerequisites: Physical science, Biology I, Algebra I

Chemistry I is a laboratory science course in which students investigate the composition of matter and the physical and chemical changes it undergoes. Students use science process skills to study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. Students explore chemistry concepts through an inquiry-based approach. Embedded standards for Inquiry, Mathematics, and Technology & Engineering are taught in the context of the content standards for atomic structure, matter and energy, and interactions of matter.

Chemistry I/ Honors **3221HN** **1 credit** **Open to 10, 11, 12**

Prerequisites: Physical Science, Biology I, Algebra I, and Teacher Recommendation

Chemistry I Honors is based upon the same general description as Chemistry I. Every honors course expands upon the standard course, as described in the Honors Courses section on pages xiv-xv of this document.

Physics **3231** **1 credit** **Open to 11, 12**

Prerequisites: Physical Science and Geometry

Physics is a laboratory science course that examines the relationship between matter and energy and how they interact. This course will have a strong emphasis in the mathematics of physics. Students explore physics concepts through an inquiry approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in the context of the content standards for Mechanics, Thermodynamics, Waves and Sound, Light and Optics, Electricity and Magnetism and Atomic & Nuclear Science.

Physics/ Honors **3231HN** **1 credit** **Open to 11, 12**

Prerequisites: Physical Science, Geometry and Teacher Recommendation

Physics Honors is based upon the same general description as physics. Every honors course expands upon the standard course, as described in the Honors Courses section on pages xiv-xv of this document.

Anatomy / Physiology **3251** **1 credit** **Open to 11, 12**

Prerequisites: Biology I and Physics I or Chemistry I

This course is a laboratory science course that includes an in-depth study of the body systems that maintain homeostasis from anatomical, physiological, and histological perspectives. Subject matter includes protection support, and movement, integration and regulation, transportation, absorption and excretion, reproduction, and growth and development. The course includes embedded inquiry, technology and engineering standards.

AP Biology **3217** **1 credit** **Open to selected 11, 12**

Prerequisites: Successful completion of Biology 1 and Chemistry and Teacher Recommendation. Parent override *not* recommended.

This course is designed to be the equivalent of a college introductory biology course. It aims to provide students with the conceptual framework and analytical skills necessary to deal critically with the rapidly changing science of biology and follows the curriculum outline from the College Board. Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

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AP Chemistry **3225** **1 credit** **Open to selected 11, 12**

Prerequisites: Successful completion of Chemistry as well as Chemistry and Math Teacher recommendation. Parent override *not* recommended.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in AP Chemistry should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

All AP courses are based upon a common foundation of information from the College Board's AP program itself, the State of Tennessee, and the Clarksville-Montgomery County School System. This essential information is located in the Advanced Placement [AP] section on pages xiv-xv of this document.

AP PHYSICS 1 **3238** **1 credit** **Open to selected 11, 12**

Prerequisites: Physical Science and Geometry, Teacher Recommendation. Parent override *not* recommended.

This full year high school course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

All AP courses are based upon a common foundation of information from the College Board's AP program itself, the State of Tennessee, and the Clarksville-Montgomery County School System. This essential information is located in the Advanced Placement [AP] section on pages xiv-xv of this document.

NOTE: AP Physics 1 and AP Physics 2 will be offered altering years depending student interest.

AP PHYSICS 2 **3239** **1 credit** **Open to Selected 12th**

Prerequisites: AP Physics 1 or Physics and minimum of Algebra II, Teacher Recommendation. Parent override *not* recommended.

This full year high school course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.

Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

All AP courses are based upon a common foundation of information from the College Board's AP program itself, the State of Tennessee, and the Clarksville-Montgomery County School System. This essential information is located in the Advanced Placement [AP] section on pages xiv-xv of this document.

NOTE: AP Physics 1 and AP Physics 2 will be offered altering years depending student interest.

<u>AP ENVIRONMENTAL SCIENCE</u> 3236 1 credit Open to select 10, 11, 12

Recommended: 2 previous lab sciences (one life and one physical such as Biology), must be currently enrolled in Chemistry and Teacher Recommendation. Parent override *not* recommended.

The AP Environmental Science year-long course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

SOCIAL STUDIES DEPARTMENT

<u>WORLD HISTORY & GEOGRAPHY</u> 3401 1 credit Open to 9, 10, 11, 12

Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Relevant Tennessee connections will be part of the curriculum, as well as appropriate primary source documents. Students will explore geographic influences on history, with attention given to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will study aspects of technical geography such as GPS and GIS, and how these innovations continuously impact geopolitics in the contemporary world.

<u>PERSONAL FINANCE</u> 3496 ½ credit Open to 10, 11, 12

This course is designed to address the basics of money and income management. Students will learn how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending, and credit, saving, and investing. Students will design personal and household budgets; simulate use of checking and savings accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. The course provides a foundational understanding for making informed personal financial decisions.

<u>UNITED STATES HISTORY & GEOGRAPHY</u> 3405 1 credit Open to 11

Students will examine the causes and consequences of the Industrial Revolution and America's growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes resulting from the Civil Rights Movement, the Cold War, and recent events and trends that have shaped modern-day America. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since

Reconstruction with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society.

A state end-of-course exam is required at the end of the second semester. It counts for 25% of second semester grade.

ECONOMICS **3431** **½ credit** **Open to 12**

Students will examine the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements of the course include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will examine the key economic philosophies and economists who have influenced the economies around the world in the past and present. Informational text and primary sources will play an instrumental part of the study of economics where it is appropriate.

UNITED STATES GOVERNMENT & CIVICS **3407** **½ credit** **Open to 10, 11, 12**

Students will study the purposes, principles, and practices of American government as established by the Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students will learn the structure and processes of the government of the state of Tennessee and various local governments. The reading of primary source documents is a key feature of United States Government and Civics standards.

SOCIOLOGY **3432** **½ credit** **Open to 11, 12**

Students will explore the ways sociologists view society, and also how they study the social world. In addition, students will examine culture, socialization, deviance and the structure and impact of institutions and organizations. Also, students will study selected social problems and how change impacts individuals and societies.

CONTEMPORARY ISSUES **3435** **½ credit** **Open to 11, 12**

Students will use inquiry skills to examine the issues that impact the contemporary world. Included in the course will be analysis of the historical, cultural, economic, and geographic factors that have raised certain issues to levels of concern in our nation and around the globe. Students will engage in research and problem solving in order to better understand and assess significant current issues.

PSYCHOLOGY **3433** **½ credit** **Open to 11, 12**

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

<u>AP UNITED STATES HISTORY</u> **3440** **1 credit** **Open to 11, 12**

Prerequisites: Teacher Recommendation. Parent override *not* recommended.

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

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<u>AP GOVERNMENT & POLITICS</u> **3445** **1 credit** **Open to 10, 11, 12**

Prerequisites: Teacher Recommendation. Parent override *not* recommended.

This course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students successfully completing this course will be able to:

- know important facts, concepts, and theories pertaining to U.S. government and politics
- understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats)
- critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

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<u>AP EUROPEAN HISTORY SINCE 1450</u> **3441** **1 credit** **Open to 9, 10, 11, 12**

Prerequisites: Teacher Recommendation. Parent override *not* recommended.

This course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of

events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history (b) an ability to analyze historical evidence and historical interpretation (c) an ability to express historical understanding in writing. Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

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AP HUMAN GEOGRAPHY 3450 1 credit Open to 10, 11, 12

Prerequisites: Teacher Recommendation. Parent override *not* recommended.

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Each student will be required to take the AP assessment created by the College Entrance Examination Board. The cost of the exam is determined by the College Board.

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WELLNESS AND PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION I 3301 ½ - 1 credit Open to 9, 10, 11, 12

This course is designed to help students prepare mentally, physically, socially, and emotionally to meet the demands of the future. This course emphasizes the mastery of skills related to personal fitness, individual sports, team games, and rhythm/gymnastics fundamentals as well as maintenance of fitness through conditioning programs. Students engage in safe and appropriate use of equipment, proper warm-up and cool-down procedures, and positive behaviors in fitness, wellness and movement to develop enjoyment, appreciation and success in physical fitness for a lifetime.

LIFETIME WELLNESS 3303 1 credit Open to 9 or other as needed

This course provides students with a foundational knowledge of health and wellness practices and issues encompassing seven standards: Disease Prevention and Control, Nutrition, Substance Use and Abuse, Mental/Emotional/Social Health, Sexuality and Family Life, Safety and First Aid, and Personal Fitness. Each standard is addressed in a classroom and/or physical activity setting. Personal fitness and nutrition are emphasized and integrated throughout the course. Students acquire knowledge and skills necessary to make informed decisions regarding their health and well-being throughout their lifetime.

PHYSICAL EDUCATION II 3301 1 credit Open to 11 and 12

Prerequisite: Teacher Recommendation

Advanced Physical Education is a rigorous upper level class. This class includes advanced plyometrics and sport specific training for more physically advanced students.

JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC) DEPARTMENT

The Army JROTC program is a cooperative effort of the United States Army and the host institution to provide high school students leadership and character development opportunities. The program provides education in citizenship, leadership development, decision making, and the opportunity for the exercise of authority and respect for school rules, and law and order. **CMCSS offers JROTC as an Elective Course. Participation in the course is completely voluntary.** Students enrolled in the CMCSS JROTC Program incur no US Military Service obligation. Parents must sign the consent form issued by JROTC (Department of the Army) stating their dependent can meet the physical demands of the course and course expectations. Cadets are required to wear their issued uniforms once each week and maintain grooming appearance standards similar to those of active duty military personnel. Cadet uniforms are provided at no cost. Cadets represent what is best in our society and carry on a long tradition of patriotism and a dedication to being good citizens. JROTC's mission is '***To Motivate Young People to Become Better Citizens***'.

Cadets may earn their varsity letter by participation in one of the following **Co-Curricular** Activities and meeting the individual program's eligibility requirements: Drill Team, Color Guard, Marksmanship Teams, Raider Teams, Robotics Teams, or the Academic and Leadership Teams (JLAB). Individual schools may offer additional JROTC **Co-curricular** Activities.

At all times cadets are expected to maintain a high degree of professionalism with regards to their personal conduct, behavior and academic discipline. Cadets assigned to the Alternative School may be subject to disenrollment.

JROTC Course Substitution / Equivalency Credits:

- JROTC (2 years) for Lifetime Wellness (1 credit) and Physical Education (.5 credit)
- JROTC (3 years) for U.S. Government and Personal Finance (.5 credit)

JROTC I **3331** **1 credit** **Open to 9, 10, 11 and selected 12**

This basic course consists of material from the six core JROTC units including: Citizenship in Action, Leadership Theory and Application, Foundation for Success, Wellness Fitness and First Aid, Geography and Earth Science, Citizenship in American History and Government in Action. Cadets begin to develop new skills they will use in high school and throughout life. This introductory course develops a greater appreciation of American History, Traditions and the Purpose of Army JROTC. This course introduces Leadership Development, Theories of Leadership, Skills, Traits and Principles necessary to influence human behavior. Lessons concentrate on; Self-awareness, Learning how to Learn, Study Skills, Communications Skills, Conflict Resolution, Personal Finance and an Introduction to Service Learning. Cadet rank may be earned within the battalion through demonstrated leadership and participation within the program.

JROTC II **3332** **1 credit** **Open to 10, 11 and 12**

Prerequisite: JROTC I

This course continues with JROTC topics on an intermediate level. Lessons concentrate on; Achieving a Healthy Lifestyle, First Aid for Emergency and Non-Emergency Situations, Drug Awareness, Map Reading Skills, Citizenship Skills, Foundations of the American Political System, Creating the US Constitution, The Bill of Rights, Citizen Roles in American Democracy and Service Learning. Cadet rank may be earned within the battalion through demonstrated leadership and participation within the program.

<u>JROTC III</u> 3333 1 credit Open to 11 and 12

Prerequisites: JROTC II and JROTC Instructor Approval.

This course continues with JROTC topics on an applied level. Lessons concentrate on; Citizenship in Action, Leadership Theory and Application, Celebrating Cultural and Individual Diversity, Negotiating and Decision Making. Course work focuses on Presentation Skills such as Becoming a Better Writer, Speech Writing and Public Speaking. Course work also includes Anger Management Techniques, Conflict Resolution and Diversity, Mediation Techniques, Violence Prevention, Career Exploration, Planning Skills, Social Responsibility, Financial Planning, Critical Thinking and Service Learning. Cadet rank may be earned within the battalion through demonstrated leadership and participation within the program.

<u>JROTC IV</u> 3334 1 credit Open to 11 and 12

Prerequisites: JROTC III, JROTC Instructor Approval, and promotion to a staff or leadership position within the Battalion.

This course continues with JROTC topics on an advanced level. Lessons focus on; Service to the Nation, Leadership Principles, Personal Finance, Teaching Skills, Service Learning and Applied Leadership in a Command or Staff Position.

<u>JROTC 3335</u> -Dual Enrollment: ½ credits Open to qualified 12

Prerequisites: JROTC III, Senior Army Instructor Interview and Approval, and promotion to a staff or leadership position within the Battalion.

Course Title: Leadership in Community Emergency Response

This course is designed for JROTC LET IV Cadets who want to take a college credit elective credit. The course focuses on building the higher level leadership skills required for participating and leading Community Emergency Response Teams (CERT). CERT is a Federal Emergency Management Administration program that educates individuals about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills.

The goal of the course is to develop well-rounded leaders who can be effective in emergency situations by using their people skills, knowledge of logistics and teamwork, sense of civic duty, as well as deep understanding of standard procedures in community emergencies. The course comprises the senior year of Army JROTC curriculum and includes greater depth and more challenging content on topics covered in previous years, such as leadership, personal growth, team building, service learning, and citizenship and government. The CERT content is new for students in their senior year. The content teaches fire safety, light search and rescue, team organization, disaster psychology, potential terrorist scenarios and disaster medical operations.

Classroom learning is augmented by reading, essay writing, reflective journal writing, group work, skills practice, simulations and civic engagements with local Fire-Rescue and Law Enforcement professionals. Over the course of the year, Army JROTC students develop a capstone service learning project focused on community emergency response. The capstone is a disaster simulation service-learning project at the school.

APSU Dual Enrollment Eligibility: Cadets interested in enrolling must meet APSU admission requirements.

Registration through APSU: No later than 1 May 2019,

Cost: Cadets are eligible to receive Tennessee Dual Enrolment Grant funds to cover the cost of this course. Applications must be submitted no later than 15 August 2019 through APSU Dual Enrollment Office.

FOREIGN LANGUAGE DEPARTMENT

SPANISH I **3021** **1 credit** **Open to 9, 10 or other as needed**

This course emphasizes the development of a solid foundation of communicative skills in listening, speaking, reading, and writing. Hispanic culture is taught in context throughout the course.

SPANISH II **3022** **1 credit** **Open to 10, 11, 12**

This course expands upon the listening, speaking, reading, and writing skills developed in Spanish I. Students will be able to read longer narratives and understand main points in conversations and oral stories through the development of an expanded vocabulary and extension of grammar mastery. An understanding of Hispanic culture and its influence on the U.S. and world is expanded.

SPANISH III **3024** **1 credit** **Open to 10, 11, 12**

Prerequisite: 85% or better in Spanish II and teacher recommendation

Students will explore deeper grammatical areas when using the language in context and vocabulary units, such as slang, while also focusing on language necessary in the real world. Literature will continue to be integrated in order for students to demonstrate a higher level of fluency in the four major areas of speaking, listening, reading, and writing. At this level, students will be expected to converse in Spanish daily, produce major products in Spanish, and analyze literature pieces in Spanish. While culture is integrated throughout the course as applicable and relevant, the history, geography, and government of Spanish-speaking countries will be the focus at this highest level.

GERMAN I **3051** **1 credit** **Open to 9, 10 or other as needed**

This course emphasizes the development of a solid foundation of communicative skills in listening, speaking, reading and writing. German culture is taught in context throughout the course.

GERMAN II **3052** **1 credit** **Open to 10, 11, 12**

This course expands upon the listening, speaking, reading, and writing skills developed in German I. Students will be able to read longer narratives and understand main points in conversations and oral stories through the development of an expanded vocabulary and extension of grammar mastery. An understanding of German culture and its influence on the U.S. and world is expanded.

GERMAN III **3052** **1 credit** **Open to 10, 11, 12**

Prerequisite: 85% or better in German II

Students will explore deeper grammatical areas when using the language in context and vocabulary units, such as slang, while also focusing on language necessary in the real world. Literature will continue to be integrated in order for students to demonstrate a higher level of fluency in the four major areas of speaking, listening, reading, and writing. At this level, students will be expected to converse in German daily, produce major products in German, and analyze literature pieces in German. While culture is integrated throughout the course as applicable and relevant, the history, geography, and government of German-speaking countries will be the focus at this highest level.

LATIN I **3031** **1 credit** **Open to 9, 10, 11**

This course introduces students to basic Latin grammar and vocabulary, as well as to the fundamentals of Roman history, culture, and mythology. The primary emphasis is placed on the ability of students to read and understand written Latin, but there is occasional practice in writing and speaking Latin. Students learn to recognize and use elements of the Latin

language to increase their knowledge of the vocabulary and grammar of the English language. The strong influence of Latin on other subjects is explored through comparisons to areas such as science, math, and history. Students are eligible to join the Junior Classical League (JCL) and participate in competitions at the local, state, and national levels.

LATIN II 3032 1 credit Open to 10, 11, 12

Prerequisite: Latin I

This course continues instruction in new Latin grammar and vocabulary, with the main emphasis on reading and understanding written Latin. Students continue to explore various aspects of Roman history, culture, and mythology. Students also continue to compare the vocabulary and grammar of Latin to the vocabulary and grammar of English. Connections to other subject areas continue to be examined in this course. Students are eligible to join Junior Classical League (JCL) and participate in competitions at the local, state, and national levels.

LATIN III 3033 1 credit Open to 10, 11, 12

Prerequisite: Latin II and Teacher Recommendation

In this course students will review the fundamentals of Latin grammar, vocabulary, and syntax. Students will learn and apply new grammatical concepts and structures, along with new vocabulary. Students will continue the study of the daily life, history, and mythology of the ancient Greeks and Romans. Students will read, analyze, and interpret Latin literature from historical, dramatic, biographical, and epigraphical sources. Students enrolled in Latin III are eligible to join Junior Classical League (JCL) and participate in competition at the local, state, and national level.

LATIN IV 3034 1 credit Open to 11, 12

Prerequisite: Latin III and Teacher Recommendation

In this course students will continue their study of classical literature, both in Latin and in English. Translation of both prose and poetry will be emphasized, along with the connection of classical studies to other disciplines. Students will read, analyze, and interpret Latin literature from historical, dramatic, biographical, and epigraphical sources. Students enrolled in Latin IV are eligible to join Junior Classical League (JCL) and participate in competition at the local, state, and national level.

FINE ARTS DEPARTMENT

General Music 3505 1 credit Open to 9, 10, 11, 12

This course explores the different facets of music using listening exercises. The student learns to recognize and appreciate the various types of music including jazz, rock, and folk, contemporary, computerized, and classical. Students are not required to have any other musical background to take this class.

Visual Art I: Art Foundations 3501 1 credit Open to 9, 10, 11, 12

The objectives for Art I: Art Foundations emphasize the development of abilities to recognize visual arts content, concepts, and skills to create, discuss, and understand original works of art. The objectives represent a thematic approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics through which students will develop understanding and appreciation for the visual arts. A $30 art fee is associated with this class.

Visual Art II: Intermediate 3502 1 credit Open to 10, 11, 12

Prerequisite: Art I or teacher approval.

The objectives for Art II: Intermediate extends and refines abilities to investigate and respond to the visual arts. The objectives emphasize the importance of content, concepts, and skills involved in the creation of original works of art. The objectives introduce a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society. Students will maintain a portfolio (physical and digital) documenting their accomplishments. Students will select representative work to take to the next level of study. By the time students complete Art III, the culminating portfolio will demonstrate quality, breadth of experience, technical skill, concentration, and growth over time. A $30 art fee is associated with this class.

Visual Art III: Advanced Intermediate **3503** **1 credit** **Open to 11, 12**

Prerequisite: Art II or teacher approval.

The objectives for Art III: Advanced Intermediate continues the emphasis on development of abilities to organize and analyze visual arts content, concepts, and skills in creating works of art. The focus on art history, critical evaluation, and aesthetics is increased, and includes cultural and stylistic issues and creative problem solving. Study at this level affords students the opportunity to develop a personal direction in the production of their works of art or to further academic study in the visual arts. Selected works of art and other products will be added to the portfolio and carried forward to the next level of study. Students will create, update and maintain a website to showcase their work. A $30 art fee is associated with this class.

GUITAR I **3552** **1 credit** **Open to 9, 10, 11, 12**

The focus of the beginning guitar course will include the development of guitar techniques, listening skills, and music reading. Students will be required to perform throughout the year in class and in public as necessary. **Students must provide their own acoustic guitar and required supplies to maintain their instrument.**

GUITAR II **3553** **1 credit** **Open to 9, 10, 11, 12**

Prerequisite: Teacher approval

This course is intended for students wishing to continue learning guitar. The focus is on advanced techniques, listening skills, and performance. Intermediate to advanced literature for guitar will be presented. Students are required to perform throughout the year in class and in public concerts. **Students must provide their own acoustic guitar and required supplies to maintain their instrument.**

Instrumental Music (Band) **3530** **1 credit** **Open to 9, 10, 11, 12**

Prerequisite: Previous instrumental experience and instructor approval.

Students will have a robust performance and competition schedule that will challenge them to grow musically while respecting their need to grow academically. Students are expected to participate in band camp and after-school rehearsals focused on skill development, competition, and performance preparation. All students enrolled in band are expected to perform in the marching and concert band. Additionally, students will be offered a broad range of musical experiences to include jazz band, pep band, solo and ensemble, and honor bands.

Instrumental Music (Color Guard Only) **3530** **1 credit** **Open to 9, 10, 11, 12**

Prerequisite: Color Guard Auditions

This course is open to students that participate in the band color guard and want to focus on expanding their performance, design, and teaching skills. Students are expected to participate in band camp and after-school rehearsals focused on skill development, competition, and performance preparation. All students enrolled in this class are expected to perform in the marching band.

Instrumental Music: (Beginning Orchestra) **335RS** **1 credit** **Open to 9, 10, 11, 12**

Prerequisite: None

This course focuses on **beginning** string technique. Students may choose to study violin, viola, cello or bass. Students will be required to provide their own instrument, as well as the method books used in the course. Students will perform as soloists and in ensembles, will perform in various concert settings, and may choose to perform at the MTSBOA and APSU spring concert festivals.

Instrumental Music: (Advanced Orchestra): **1 credit** **Open to 9, 10, 11, 12**

Prerequisite: 1 year of beginning string orchestra or audition

This course further focuses on the development of string technique. The chamber orchestra is comprised of string players who have had at least a year of string experience. Students will be required to provide their own instrument, as well as the method books used in the course. Students will perform as soloists and in ensembles, will perform in various concert settings, and may choose to perform at the MTSBOA and APSU spring concert festivals.

PIANO I **3566** **1 credit** **Open to 9, 10, 11, 12**

The focus of the beginning piano course will include the development of piano techniques, listening skills, and music reading. Students will be required to perform throughout the year in class and in public as necessary. Focus in this class is reading music and developing sound foundational techniques to prepare the students for advanced piano techniques.

PIANO II **3567** **1 credit** **Open to 9, 10, 11, 12**

Prerequisite: Piano I and/or Teacher Recommendation

This course is intended for students wishing to continue learning piano at the intermediate to advanced level. Focus in this class is reading music and developing sound intermediate techniques to prepare the students for more advanced piano techniques.

VOCAL MUSIC (Men's Choir) **3531** **1 credit** **Open to 9, 10, 11, 12**

Emphasis in this course is on voice development. It is an intermediate MEN'S choir for capable students who have an interest in developing a foundation in singing. This course also includes the fundamentals of music reading, part-singing, and elementary theory. Since this is a performing group, students are expected to attend all performances, which will include occasional evening, and/or weekend performances.

VOCAL MUSIC (Women's Ensemble) **3531** **1 credit** **Open to 9, 10, 11, 12**

Emphasis in this course is on voice development. It is an intermediate WOMEN'S choir for capable students who have an interest in developing a foundation in singing. This course also includes the fundamentals of music reading, part-singing, and elementary theory. Since this is a performing group, students are expected to attend all performances, which will include occasional evening, and/or weekend performances.

VOCAL MUSIC (Shades of Gray) **3531** **1 credit** **Open to 9, 10, 11, 12**

Prerequisite: Audition and teacher approval

Shades of Gray is a small singing ensemble for highly talented and motivated students. It is a performing group with an average of 15 performances per year, both during the school day and after school. Emphasis in this class is on ensemble skills, independent part reading, vocal techniques, and performance techniques. Students are required to attend all

performances and rehearsals, which will include evening and weekend performances. There may be after school rehearsals which students will be required to attend.

Music Theory and Performance **3574** **1 credit** **Open to 11, 12**

Prerequisite: Teacher Recommendation ONLY

This course will introduce students to the theory of music, providing them with the skills needed to read and write Western music notation, as well as to understand, analyze, and listen informally. It will cover material such as pitches and scales, intervals, clefs, rhythm, form, meter, phrases and cadences, and basic harmony. This course covers the fundamentals of Western music theory, from the absolute basics to some more advanced concepts and, as such, is the perfect course for students with an interest in composition or those who plan on majoring in music at the collegiate level. Students will also spend time preparing solo literature that can be used for collegiate auditions and advanced solo competitions.

Theatre Production **3521** **1 credit** **Open to 10, 11, 12**

Prerequisite: 90% or higher in Theatre Arts I or Teacher Recommendation

This is a course that specifically deals with Theatre Production. Students in this course will learn to master a variety of technical aspects of theatre, including *Set Design and Construction, Lighting and Sound Design, Make-Up, and Costuming* in support of multiple productions. Students in this course will be required to commit time outside of the regular school day to ensure that production deadlines are met.

THEATRE ARTS I **3520** **1 credit** **Open to 9, 10, 11, 12**

Theatre Arts I is primarily an action class in which the student will be involved in theatre activities. Units of study will focus on Theatre Culture and History, improvisational acting, script writing, and theatre business. Students will be exposed to various aspects of theatre production including lighting and sound technology; make-up and costumes; and publicity and advertising. Theatre Arts I students will perform in a culminating acting project at the end of each semester, and attend a live production each academic quarter.

THEATRE ARTS II **3522** **1 credit** **Open to 11, 12**

Prerequisite: 90% or higher in Theatre Arts I and Teacher Recommendation

This is a course that will focus on Acting and Directing. Students in this course will be required to collaborate with peers in both acting and directing projects. As Actors, students will be challenged by performing in Interscholastic Events in such areas as Duet Acting, Improvisation, Dramatic Interpretation and Humorous Interpretation. As Directors, students will collaborate with peers to lead others in student created productions throughout the school year. Students in this course will be required to support school theatrical productions, and participate in a quarterly Tennessee High School Speech and Drama League Event.

THEATRE ARTS III **3523** **1 credit** **Open to 12**

Prerequisite: 90% or higher in Theatre Arts II or Teacher Recommendation

This course is designed for students who would like to pursue theater after high school. As the most demanding of the Theatre courses, emphasis will be placed on growth and practical experience. Students will refine their skills by performing in more challenging full-scale theatrical productions. After school rehearsals and evening performances will be expected throughout the year; as well as participating in a quarterly Tennessee High School Speech and Drama League Event.

West Creek High School
2019-2020 Career and Technical Education
Programs of Study and Course Descriptions

It is expected that the scope and sequence as well as course recommendations for each program of study be followed as listed. Any additional prerequisites are listed in the course description.

Course Descriptions and Program of Study sequences are subject to change due to pending State Board of Education review and approval.

CMCSS Focused Elective Groups 2019-2020	
ALL students must complete at least three (3) credits in one of the following Focused Elective Groups. (The FEG choice must be indicated in PowerSchool on the Modify Info page.)	
1. Academic	Students may take 3 additional courses in the areas of English, math, science, social studies, and/or world language other than courses already used for meeting core requirements. Remedial level courses are not included.
4. Fine Arts	Students may take any combination of 3 Fine Arts credits (music, art, or theater) beyond the 1 credit already required for graduation.
5. AVID	Students attending a school offering the AVID program may take 3 AVID credits to meet their Focused Elective group requirements. This focused elective group is only available at **NWHS** and **WCHS**. *Note: Students must apply, be interviewed, and accepted for this Focused Elective Group.
6. AP/Dual Enrollment	Students may take any combination of AP or dual enrollment college courses other than course credits already used for meeting core requirements. *NOTE: Students enrolled at the Middle College at APSU may earn dual enrollment credits that satisfy both core and focused elective credits. Please meet with the Middle College counselor for specific course information.

7. JROTC	Students need to complete JROTC I, JROTC II, and JROTC III to complete this focused elective group. If this group is chosen, students may **NOT** use JROTC as core subsitutions for Wellness, PE, Personal Finance, and US Government
9. CTE (Career Technical Education Program of Study)	Students may choose one of the Programs of Study **below** to complete their Focused Elective Group requirements. Program of Study courses must be taken in sequence as indicated in the chart below. * Please see the section at the end of this chart concerning additional information about Career Technical Programs of Study.

Students must plan to take these course sequentially and not skip around in the Program of Study sequence.
Students must complete three courses in a POS.

Career Cluster	Schools Offering Program of Study	Program of Study	Year 1	Year 2	Year 3	Year 4
Architecture & Construction	MCHS NEHS RHS WCHS	Structural Systems	Fundamentals of Construction	Structural Systems I	Structural Systems II (2 credits)	
	KHS	Mechanical , Electrical, and Plumbing Systems	Fundamentals of Construction	MEP Systems	HVAC	
Arts, A/V, Technology, & Communication	RHS Academy	Digital Arts & Design	Digital Arts & Design I	Digital Arts & Design II	Digital Arts & Design III	
	KHS WCHS	A/V Production	A/V Production I	A/V Production II	A/V Production III (2 credits)	
Business, Management, and Administration	CHS Academy NWHS RHS	Business Management (course sequence varies by school)	Intro to Business & Marketing	Business Communications OR Accounting I	Business Management	Virtual Enterprise International
	CHS MCHS NEHS	Office Management	Computer Apps	Business Communications	Business Management	Advanced Computer Applications
Education and Training	MCHS	Early Childhood Education Careers	Early Childhood Education Careers I	Early Childhood Education Careers II	Early Childhood Education Careers III	
	CHS WCHS Academy	Teaching as a Profession (K-12)	Teaching as a Profession I	Teaching as a Profession II	Teaching as a Profession III	

Health Science	NEHS NWHS Academy WCHS	Therapeutic Services	Health Science Education	Anatomy/Physiology or Medical Therapeuticss	Anatomy/Physiology or Medical Therapeuticss	Clinical Internship
	RHS	Sports and Human Performance	Health Science Education	Anatomy/Physiology or Rehabilitation Careers	Anatomy/Physiology or Rehabilitation Careers	Exercise Science -and- Clinical Internship
	MCHS NWHS Academy	Nursing Services	Health Science Education	Anatomy/Physiology or Rehabilitation Careers	Anatomy/Physiology or Rehabilitation Careers	Nursing Education -and- Clinical Internship
	KHS	Diagnostic Services	Health Science Education	Diagnostic Medicine or Anatomy and Physiology	Diagnostic Medicine or Anatomy and Physiology	Cardiovascular Services -and- Clinical Internship
	NWHS Academy	Emergency	Health Science	Anatomy/Physiology or	Anatomy/Physiology or	Emergency Medical Services -and-
Human Services	RHS WCHS	Human & Social Sciences	Introduction to Human Studies	Lifespan Development	Family Studies	
	CHS KHS NEHS	Cosmetology	Cosmetology I	Cosmetology II (2 credits)	Cosmetology III (2 credits)	Cosmetology IV (2 credits)
Information Technology	RHS	Web Design	Computer Science Foundations	Web Design Foundations	Website Development	Web Design Practicum
	NEHS Academy	Coding	Computer Science Foundations	Coding I	Coding II -or- Mobile App Development	Coding Practicum
	WCHS	Cybersecurity	Computer Science Foundations	Cybersecurity I	Cybersecurity II	
Law, Public Safety, Corrections & Security	KHS NEHS NWHS WCHS Academy	Criminal Justice and Correction Services	Criminal Justice I	Criminal Justice II	Criminal Justice III: Investigation	