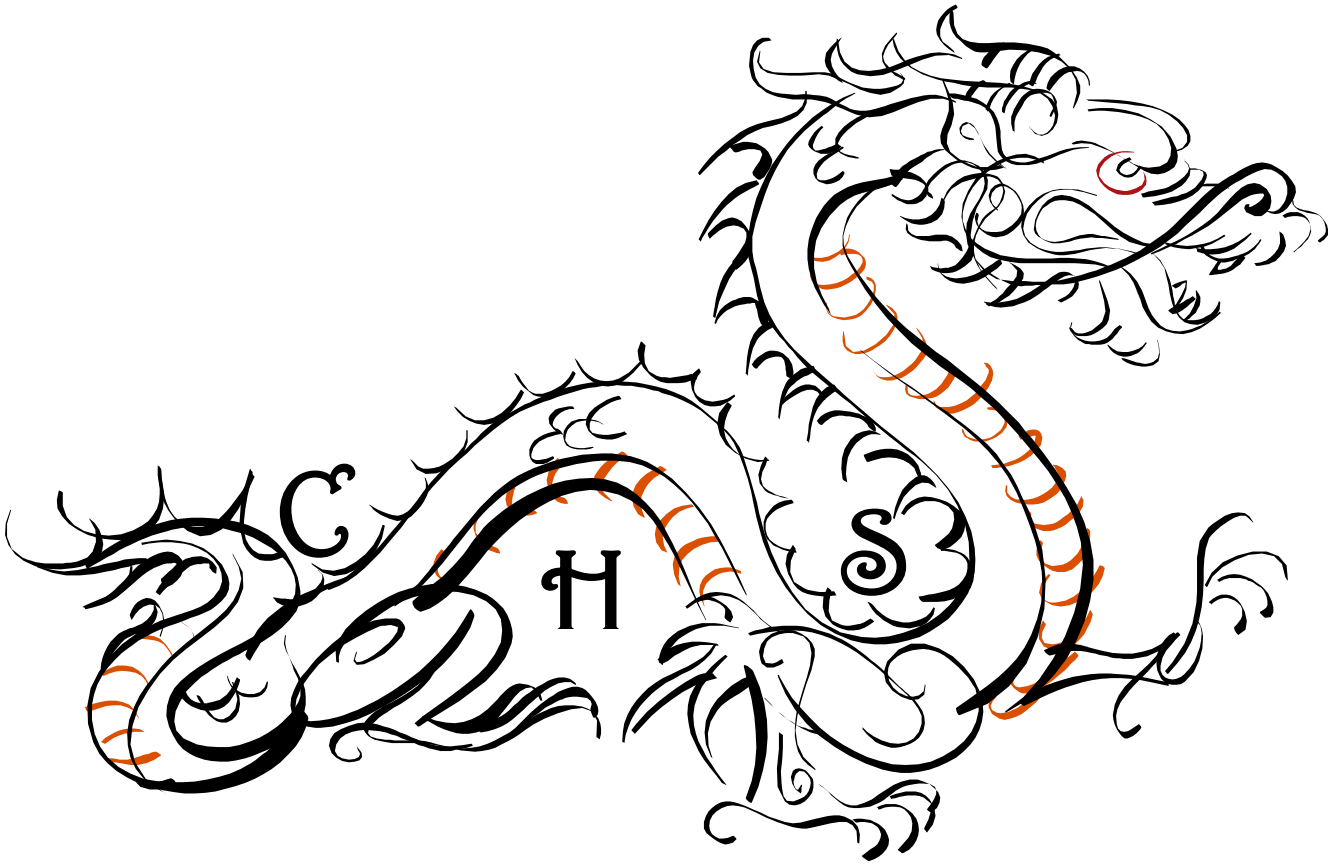
Clinton High School

Career Pathways/Programs of Study

Classes of 2015 - 2018



Dragon Registration Guide

2014 - 2015

CLINTON HIGH SCHOOL
REGISTRATION GUIDE
2014 – 2015

425 Dragon Drive
Clinton, TN 37716
PHONE: (865) 457-2611 FAX: (865) 457-8805

WEB SITES

Anderson County Schools: www.acs.ac
Clinton High: http://www.chs.acs.ac
Clinton High Counseling: http://clinton.tn.ach.schoolinsites.com/?PageName='Guidance'
Clinton High Library: http://clinton.tn.ach.schoolinsites.com/?PageName='Library'
ACCTC: http://www.acctc.acs.ac/
Scholarships: http://clinton.tn.ach.schoolinsites.com/?PageName='Guidance'#Scholarships
ACES Program: http://www.theeducationfoundation.info/programs/aces/

ADMINISTRATION

Clinton High School
Eric Snider ..... Principal
Angela Carico, Dan Jenkins, Caleb Tipton and Josh Tipton ..... Assistant Principals
Monica Miller ..... Secretary
Robin Minch ..... Bookkeeper
Nancy Harper ..... Attendance Secretary

Anderson County Career and Technical Center ..... Phone: (865) 457-4205
Kelly Myers ..... Principal
Robbie Herrell ..... Assistant Principal
Donna Hopper ..... Secretary

COUNSELING DEPARTMENT

PHONE: (865) 457-2618 FAX: (865) 463-1134

Students are assigned to counselors alphabetically; each counselor will work with students in grades 9-12.

Carrie Jenkins A - E 9-12 ..... E-mail: cjenkins@acs.ac
Debbie Hawk, Dept. Head F - L 9-12 ..... E-mail: dhawk@acs.ac
Mary Tuskan M - R 9-12 ..... E-mail: mdtuskan@acs.ac
Melissa Fey S - Z 9-12 ..... E-mail: mfey@acs.ac
Monique Berry, Counseling Secretary ..... E-mail: mberry@acs.ac
Genevieve Stanfield, Registrar ..... E-Mail: gstanfield@acs.ac

TABLE OF CONTENTS

INTRODUCTION

This handbook is designed to help you plan an individualized academic program that allows you to fully develop your potential and expand your horizons. As you plan, keep in mind three important things: (a) your requirements for graduation, (b) your future occupational and academic plans, and (c) your personal interests, talents and aptitudes. With the help of your parents, teachers, and high school counselor, you will be able to design a curriculum that will prepare you for postsecondary education/training and the pursuit of your personal career goals.

One Path (See Graduation Requirements Chart)

The Tennessee State Board of Education requires that all students complete 19 credits of core courses as well as a focused Program of Study preparing them for postsecondary study. While all students may not enter postsecondary training immediately following high school, they must be prepared for lifelong learning.

Program(s) of Study (POS)

The State requires that students complete an elective focus, called a Program of Study (POS), of no less than three credits. Programs of Study may be in one of the following areas: Career and Technical Education (CTE), Science and Math, Humanities, Fine Arts, Advanced Placement (AP) or other categories approved by the local board of education. *See pages 14 -18 for detailed information about each Program of Study.*

REGISTRATION POLICY

Clinton High School and Anderson County Career and Technical Center have established the policy that, when registering, students are requesting a course, not a specific teacher, time, or place. Alternate courses must be selected in case first-choice courses are too full or cannot fit in the schedule.

Whenever a first-choice course selection cannot be worked into a student's schedule, an alternate course will be assigned. Therefore, students must carefully select alternate courses based on areas of personal/career interest. Courses are offered, books and materials are purchased, and teachers are hired based on student course selections made in the spring. It is very important that students maintain a commitment to these course selections.

SCHEDULE CHANGE POLICY

Due to the in-depth registration process, changes in students' schedules will be minimal. Changes will be made ONLY for the following reasons:

- **You have not met the pre-requisites for a course.**
- **Your schedule is incorrect due to middle school/high school staff error. NOTE:** These changes must be made as soon as the mistake becomes apparent to the counselor, student, teacher, or parent.
- **You are scheduled for a teacher with whom you have previously failed a course.** The student has the responsibility of informing his/her counselor *prior to the applicable deadline.*
- **You failed a required course the previous semester.** An alternate course will be considered based upon space, availability, and counselor/teacher recommendation.
- **You were placed in a course not listed on your registration as a first choice or alternate selection.** This option is open only to students who listed four (4) alternate courses.
- Other: ***Reasonable requests*** (reasons not listed above) may be considered ***only*** if requests are made in writing ***before*** the appropriate deadline.
- ALL course changes for the **first semester** must be requested **prior to the third day** of the first semester. All course changes for the **second semester** must be made **during the first semester**. **NOTE**: It may be necessary to rearrange more than one block to accommodate a schedule change.

ATTENDANCE AND KEEPING CREDITS

Students in Tennessee are required to attend school until they are 18 years old (TCA 49-6-3007, et seq.). High school students are required to have **93 percent attendance which means they may be absent from a class no more than 3 times per 9 weeks**. All absences must be verified in writing within 3 days of the absence. Students who are habitually and unlawfully absent from school will be reported to appropriate authorities. See the current Code of Conduct for details on the attendance policy.

GRADUATION REQUIREMENTS

Courses	Credits	Details
English	**4 credits**	**English options:** →Advanced Placement (AP) → Dual Enrollment →Advanced Honors →Honors →Regular
Math Students must take math each year.	**4 credits** Must include Algebra I, Geometry, Algebra II, & Upper Level Math	**Upper Level Math options:** →Bridge Math (Students who score <19 ACT math) →Adv. Alg. & Trig →STEM Math (Pre-Cal, Calculus, or Statistics)
Science	**3 credits** Must include Biology I, Chemistry or Physics, & another Lab Science	**Chemistry or Physics options:** →Chemistry I →Physics
Social Studies	**3 credits** Must include W. History or W. Geography, U.S. History, Economics/Government	
Wellness & P.E.	**1.5 credits** Must include 1 credit Wellness and .5 credits P.E.	**P.E. course options:** →P.E., P.E. II, Team Sports, Marching Band, JROTC Extracurricular P.E. options: →Cheerleading, Dance Team, Athletics
Personal Finance	**.5 credits**	
Program of Study (POS) Elective Focus	**3 credits** →Programs of Study are chosen from the 6 categories listed in the next column. →See p. 14 - 18 for detailed POS information.	**Program of Study (Elective Focus) Categories:** 1. Earn 3 credits in the same Career & Technical (CTE) program area **OR** 2. Earn 3 additional credits from science and math **OR** 3. Earn 3 additional credits from humanities **OR** 4. Earn 3 credits from fine art **OR** 5. Earn 3 additional AP credits **OR** 6. Earn 3 credits in an area approved by the Anderson County Board of Education
Foreign Language and Fine Art	**3 credits** Must include 1credit Fine Art, 2 credits of same Foreign Language	**Fine** Art and Foreign Language requirement may be waived only for students who are <u>certain</u> they will not attend a 4 year university directly out of high school. These students and parents must sign an opt-out form. Please see your counselor for more details.
Electives	**6 credits**	**Electives** may be used to expand the Program of Study, complete additional Programs of Study, or take courses unrelated to a Program of Study.
Total to Graduate	**28 credits**	

RECOGNITION

ANDERSON COUNTY SCHOOLS VALEDICTORIAN & SALUTATORIAN POLICY

1. One Valedictorian and one Salutatorian will be selected and recognized for each high school.
2. Only the first seven (7) school terms will be used to calculate the GPA scores for Valedictorian and Salutatorian.
3. A combination score will be used to select the Valedictorian/Salutatorian and rank highest students: (GPA x 9 x 35%) + (Bonus Point Sum x 35%) + (ACT x 30%) = Total Score.
    a) Any student with an unweighted GPA of 3.8 or higher will qualify and that score will become part of scoring.
    b) The student's highest ACT composite score from one test date will become part of the formula. SAT scores will be converted to an ACT scale. No test scores after the December test date of the student's senior year will be considered.
    c) Strength of Schedule: Students will be given two (2) bonus points for each 1 credit AP course and three (3) bonus points for each 2 credit AP course. Two (2) bonus points will be given for approved dual college courses, 1.5 bonus points will be given for honors advanced courses, and one (1) bonus point for honor courses taken. Bonus points will be calculated for all 8 terms. These bonus points will become part of the formula. See chart below for qualifying classes.

The student with the highest combined score will be named Valedictorian. The person with the second highest score will be named Salutatorian. In the event of a tie, ACT composite scores will be used to determine Valedictorian and Salutatorian, highest score being the winner. If there is still a tie, the 2nd tie breaker will be a super-score calculated by taking the highest average of the sub-test scores from the ACT exams.

QUALIFIED STRENGTH-OF-SCHEDULE COURSES

The following courses qualify for bonus points for the purpose of selecting the Valedictorian and the Salutatorian and for final ranking of the seniors with GPAs of 3.8 and above:

<table>
<tr><th colspan="2">1.0 Bonus Point (Honors)</th><th>1.5 Bonus Points</th></tr>
<tr><td>English I H
English II H
English III H
English IV H
Algebra I 8th Grade*
Algebra I H
Geometry H
Algebra II H
Adv. Alg. w/Trig. H**
Pre-Calculus H**
Calculus H
Statistics Honors
Economics H
Government H
World Geography H**
World History H**
U.S. History H
French II H
French III/IV H
Spanish III/IV H</td><td>Anatomy/Physiology H
Biology I H
Biology II H
Chemistry I H
Chemistry II H
Ecology H
Environmental Science H
Physics H

PLTW II
PLTW III
PLTW IV
PLTW V
Civil Engineering & Architecture</td><td>English II Honors Advanced
English III Honors Advanced
World History Honors Advanced</td></tr>
<tr><td colspan="2"></td><th>2.0 Bonus Points</th></tr>
<tr><td colspan="2"></td><td>Dual Enrollment Courses
Students will receive 2 bonus points for each dual enrollment course taken, for a maximum of 4 dual enrollment courses (up to 8 total points for strength of schedule).</td></tr>
<tr><td colspan="2"></td><th>2.0 Bonus Points
One Semester – 1 credit course</th></tr>
<tr><td colspan="2"></td><td>Human Geography AP</td></tr>
<tr><td colspan="2"></td><th>3.0 Bonus Points
Full Year – 2 credit course</th></tr>
<tr><td colspan="2"></td><td>Biology AP
Calculus AP
English IV AP
U.S. History AP</td></tr>
<tr><td colspan="3">New honors courses will be phased in to the valedictorian formula by class to ensure equitable access to earning points.
*8th Grade Algebra credit will count as an honors point for calculation purposes.
** Students may receive points for Advanced Algebra w/Trig Honors or Pre-Calculus Honors, but not both. The same rule applies to World Geography Honors or World History Honors.</td></tr>
</table>

Note: The following is the State Department of Education directive for Recognition at Graduation. The Anderson County Board of Education may add details to these requirements.

STUDENTS WILL BE RECOGNIZED AT GRADUATION AS FOLLOWS:

- Graduate with Distinction – Students will be recognized as graduating with "distinction" by attaining a B average and completing at least one of the following:
  - → Earn a nationally recognized industry certification
  - → Participate in 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 Semi-Finalist
  - → Attain a score of 31 or higher composite score on the ACT
  - → Attain a score of 3 or higher on at least two AP exams
  - → Earn 12 or more semester hours of transcripted postsecondary credit
- Graduate with Honors – Students will be recognized as graduating with "honors" by scoring at or above ACT benchmark scores: English 18, Math 22, Reading 22, and Science 23.

NATIONAL HONOR SOCIETY

Initial Requirements for Consideration for Membership

(Open only to Juniors and Seniors)

To be eligible to receive an Invitation to complete an Information Packet, students must have:

- A 3.5 grade point average
- Completed BIOLOGY I and be enrolled in or have taken another upper level science
- Completed ALGEBRA I and be enrolled in or have taken another upper level math
- Invitations to join are issued by the National Honor Society Faculty Advisory Council after reviewing student information including but not limited to the completed Information Packets, disciplinary reports, attendance records, and teacher recommendations.

TESTING

State Required Tests

✓ **End-Of-Course Tests** - There are currently eight End-of-Course tests required by the state (Algebra I, Algebra II, Biology I, Chemistry I, English I, English II, English III and U.S. History) which must be administered to students who take the related courses. These tests count 25% of the second nine-week grade of the semester.

✓ **TCAP Writing Assessment –** Juniors are required by the state to write a persuasive essay on a prescribed topic. The score on the test counts 20% of the final grade of senior-year English IV.

Note: For detail on how EOC tests are calculated into grades for year-long courses, see ACS website for explanation of Board Policy 4.709.

Enhancement Tests

✓ **ASVAB –** The ASVAB (Armed Services Vocational Aptitude Battery) is offered to interested juniors and seniors during the spring semester.

✓ **PLAN – The PLAN is given to all sophomores in the fall**. It is a practice ACT and career interest inventory. It measures performance levels in English, math, social studies, & science & projects an estimated ACT score.

✓ **PSAT –**The PSAT, available to college-bound sophomores & juniors in mid-October, serves as a practice test for the SAT. (For juniors, the PSAT is also the National Merit Scholarship Qualifying Exam.) The PSAT measures verbal, math, & writing abilities. Interested students must pre-register and pay a fee (see counselor.)

College Entrance and College Credit Exams

✓ **ACT – The ACT is given to all juniors in the spring**. This college entrance examination is designed to assess critical reasoning and higher-order thinking skills in English, mathematics, reading, and science, along with an optional Writing Test. ACT scores indicate the student's level of preparation for academic coursework beyond high school. Colleges and universities across the nation use it for admissions, academic advising, course placement, and academic scholarships for college (including TN Lottery scholarships). Students may register online at www.actstudent.org. The ACT is administered at various test sites throughout the year, including CHS, in the months of Sept., Oct., Dec., Feb., April, & June.

- ✓ **SAT –** This college entrance exam measures higher-level verbal reasoning, critical reading, math problem solving skills, & writing skills. Students receive three scores: critical reading, mathematics, & writing. Although most colleges accept either the ACT or the SAT for college admissions, a few schools require SAT subject area exams, called the SAT-II, in addition to the SAT. Students may register online at www.collegeboard.com. SATs are administered at various test sites throughout the year. Clinton High School is not a test site for the SAT. It is typically given in the months of Oct., Nov., Dec., Jan., April, May, and June.
- ✓ **Advanced Placement Exams –** Students may earn college credit/advanced standing at most colleges and universities through AP exams administered each spring. Students usually enroll in AP courses to best prepare for the exams. The following AP courses are typically offered at CHS: English, Biology II, and Calculus. Students must pre-register for exams, paying fees through the counseling office.

COLLEGE CREDIT

DUAL ENROLLMENT CLASSES ON CHS CAMPUS

Are you a junior or senior and would like to earn college credits while in high school? If you are willing to do the necessary paperwork and study harder than you may be used to, then dual enrollment classes may be right for you!

Step 1: Apply to Roane State as a dual studies student (www.roanestate.edu/dualstudies).
Step 2: Pay a $20 nonrefundable application fee to Roane State online or by phone (865) 481-2014. You can also mail a check to: Student Enrollment, RSCC 701 Briarcliff Ave., Oak Ridge, TN 37830.
Step 3: Ask your counselor to get an official copy of your transcript showing your PLAN or ACT scores.
Step 4: Submit a Hepatitis B form signed by a parent.
Step 5: Submit a Roane State First Class Registration form, signed by you and a parent indicating the class(es) and how much (if any) of the dual enrollment grant you would like to receive for the semester. Submit the form to your counselor for signature and test score/GPA information. This form must be completed each semester you take a dual enrollment class.
Step 6: Apply for the Dual Enrollment Grant online (www.roanestate.edu/dualstudies). Go to the link for the dual enrollment grant. Be sure that you send the grant to Roane State, not the college you intend to go to after high school. WRITE DOWN YOUR USERNAME/PASSWORD AND CHALLENGE QUESTIONS! You will need to know that information if you take more classes.

COSTS for one class a semester:

- The dual enrollment grant and Roane State will pay for **one free class** as long as you have maintained a college 2.75 GPA or higher. If your Roane State GPA falls below a 2.75, then you will have to pay full price for the class.
- Students taking dual enrollment classes at the Roane State campus will be charged additional fees; approximately $25 based on 2013 tuition costs.

COSTS for more than one class a semester:

- Students can choose to take more than one class a semester. The first class is free; the second class will be approximately $162 based on 2013 tuition.
- Students taking two classes and wishing to use $600 of the dual enrollment grant must be HOPE scholarship eligible (3.0+ GPA or a 21 ACT).
- Students can get up to $1,200 in dual enrollment grants while in high school. If they wish to use more than $1,200, then their HOPE scholarship in college will be reduced. If students attend an out-of-state college after high school they will not have to pay back the extra dual enrollment grant unless they return to a TN college.

WHO QUALIFIES TO TAKE DUAL ENROLLMENT?

- For college courses that transfer to other colleges, students must have a 3.0 GPA and a 19 ACT/PLAN Reading (Psychology, Sociology, Speech, Statistics and Environmental Science), 18 English (for English 1010/1020), Statistics also requires a 19 in Math. Other courses such as Early Childhood, Health and AG classes at UT Martin require a 3.0 GPA.
- The AG teachers will assist students wanting to take online courses at UT Martin or dual credit Greenhouse Management. Dual credit classes require an end of course exam for college credit.
- Students interested in dual enrollment, along with their parents will be **required** to attend a spring dual enrollment information meeting.

DUAL ENROLLMENT CLASSES ON ROANE STATE OR PELLISSIPPI CAMPUS

Students who qualify for dual enrollment may also choose to leave school for no more than two blocks per semester and take classes on the Roane State or Pellissippi State campus. Counselors can assist you with the enrollment paperwork required. The lottery grant also applies. Students must provide their counselor with a copy of their college schedule and must submit their final college transcript to the counseling office two weeks before CHS grades are due. Students are responsible to find out all senior information that is announced or distributed during the school day.

DUAL ENROLLMENT CLASSES AT TENNESSEE COLLEGE OF APPLIED TECHNOLOGY

Some dual enrollment classes are available for ACCTC students at the Jacksboro and Harriman Campuses.

ADVANCED PLACEMENT

Each college/university sets its own standard for awarding college credit based on AP exam scores.

ANDERSON COUNTY SCHOOLS EARLY GRADUATION POLICY (ACBE 4.708)

A student who meets all graduation requirements as established by the State of Tennessee and the Anderson County Board of Education may graduate early [fewer than eight (8) terms in attendance] as follows:

EARLY GRADUATION (Option 1) TO POST-SECONDARY EDUCATION *(after 7 semesters)*

1. Student must complete a *Declaration of Early Graduation* form during the second term of his or her junior year, which must be signed by the student, parent/guardian, counselor, and principal and returned to the school's counseling office by April 1st of said year.
2. Student must have a minimum GPA of 3.5 AND a minimum ACT Composite score of 27.
3. Student must complete four units of math by the end of the 7th term, including Algebra I, Algebra II, geometry, and at least one higher math.
4. Student must meet one (1) of the following conditions:
   - Be enrolled in a college or university with no deficiencies. OR
   - Be enrolled full time in a certificate program at a community college/technical school. OR
   - Be accepted into a full time Department of Labor approved apprenticeship program.
5. Student must complete all class work and exams on the regular high school schedule. NOTE: Student and parent must make arrangements with the college or university if terms overlap.

EARLY GRADUATION (Option 2) THROUGH HARDSHIP

A student applying for early exit due to hardship must submit a request in writing and provide documentation to a review team for approval. The review team will consist of a high school counselor, a principal or assistant principal, a teacher, the Secondary Supervisor, and the Director of Student Services. Recommendation will be forwarded to the Director of Schools.

EARLY GRADUATION DETAILS (Options 1 and 2 above)

- The student's official date of graduation will be the last day of the term in which he or she meets all graduation requirements.
- As a graduate, he or she will forfeit the right to participate in student activities (e.g., sports, prom [except as a guest of a full-time student], etc.)
- Student **will** be permitted to participate in graduation ceremonies at the end of the year.

The following is <u>not</u> an early graduation option but provides a way for hard-working, highly qualified students to complete the senior year of high school while attending college.

- **Early Admission To College Or University** (Student does not attend high school any part of his or her senior year.)
  - Student must have a minimum 3.5 G.P.A and a minimum ACT score of 29
  - Student must be accepted at a college or university that permits early admission students.
  - Student must meet all academic course and credit requirements set forth by the State of Tennessee and the Anderson County Board of Education. NOTE: English IV and Government/Economics requirements may be met at the college level.
  - Student must notify school in the fall if he or she plans to participate in the graduation ceremony.
  - Student must ensure that the high school receives transcripts reflecting courses required for high school graduation a minimum of two weeks prior to graduation.

Education Lottery Scholarship Program Overview

- **HOPE Scholarship**: up to $6,000 at a 4 yr institution, $3,000 at a 2 yr institution, must have min. 21 ACT or 3.0 GPA
- **Aspire Award**: up to $2,250 supplement to HOPE, must meet HOPE requirements and have adjusted gross income of $36,000 or less, may receive Aspire OR GAMS, but not both
- **General Assembly Merit Scholarship**: up to $1,500 supplement to HOPE, must have final GPA of 3.75 and 29 ACT, may receive GAMS or Aspire, but not both
- **Wilder-Naifeh Technical Skills Grant**: $2,000 to anyone attending Tennessee Technology Center after high school
- **HOPE Access Grant**: up to $1,375 at a 4 yr institution, $875 at a 2 yr institution, must have final GPA 2.75-2.99 AND 18, 19, or 20 ACT AND adjusted gross income of $36,000 or less

Please visit www.tn.gov/collegepays/ for more details

The Education Foundation
for Clinton City & Anderson County Schools

ACES Scholarship Program
(Anderson County Exemplary Student)

Mission Statement

The ACES Program provides the support for students to attain higher levels of academic achievement and become responsible students and good citizens of Anderson County.

Program Goals

- Challenge students to attain higher levels of academic achievement and higher ACT scores
- Develop workforce skills
- Encourage students to be involved in their community
- Provide scholarship opportunities

Credit Requirements
English – 4 credits
Math – 4 credits
Science – 4 credits
Social Studies – 3 credits
Technical or Foreign Language – 2 credits total
Computer Related Course – 1 credit

Other Requirements	
2.75 year-end GPA if student has taken any Honors or AP courses	3.0 year-end GPA if student does not take any Honors or AP courses
Grade of B or higher (Technical Courses) Or Grade of C or higher (Foreign Language)	
• ACT Scores: English, Math and Reading all must be 19 or above • 95% (or greater) attendance each year (no more than nine days absent per school year • 20 hours community service per year • Career Planning Assessment – one time participation prior to graduation • No suspensions	

Scholarship Opportunities

- Students who meet the ACES Program standards all four years of high school will be eligible to apply for the ACES Scholarship.
- Students who meet the ACES Program Standards should also apply for other scholarships.

For more information visit The Education Foundation for Clinton City and Anderson County Schools website at www.theeducationfoundation.info or call 463-1017.

ATHLETIC ELIGIBILITY

TENNESSEE SECONDARY SCHOOL ATHLETIC ASSOCIATION

A student must earn five credits the preceding school year if less than 24 units are required for graduation or six credits the preceding year if 24 or more credits are required for graduation. All credits must be earned by the first day of the beginning of the school year. Athletic eligibility for a student is based on the requirements of the school the student was attending at the conclusion of the previous school year. Students who are ineligible first semester may gain eligibility second semester by passing five subjects (1/2 credit) or three blocks (one credit per block) or the equivalent.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Division I Academic Eligibility Requirements*

The NCAA requires high school student athletes who are college bound (Division I) to complete the following 16 core course requirements while in high school.

- 4 years of English
- 3 years of math (Algebra I and higher)**
- 2 years of natural/physical science (including one lab science if offered by your school)
- 1 extra year of English, math or natural/physical science
- 2 Social Sciences
- 4 years of extra courses from any of the above or foreign languages, philosophy or religion

***** These requirements are frequently updated by NCAA. Please visit www.NCAA.org for the most current eligibility information on all divisions.

**At the time of this publication, NCAA does NOT accept Bridge Math as one of the 3 math credits.

ATHLETICS (Require tryouts and/or interviews with coaches)

- **Cheerleaders -** Cheer is open to any student with experience in cheerleading. Tryouts are in the spring. Cheer requires huge time and financial commitment from cheerleaders and parents. Students are selected based upon tryout scores comprised of attendance, GPA, dance/cheer skills, and teamwork during clinics. CHS Cheerleaders serve as role models in the school. For that reason, candidates must be exemplary in their attitude, attendance, behavior, character, and coursework.
- **Dancing Dragons -** The CHS Dance team is selected through auditions in the spring. Dancers must attend a summer camp. They perform at ballgames and pep rallies.
- **Team Sports: Boys -** Baseball, Basketball, Cross Country, Football, Golf, Soccer, Swimming, Tennis, Track
- **Team Sports: Girls** - Basketball, Cross Country, Golf, Soccer, Softball, Swimming, Track, Tennis, Volleyball

Note: Tryouts for fall sports (football, girls soccer, golf and cross country) --2 weeks prior to beginning of school year. Tryouts for spring sports (softball, track, baseball, boys soccer and tennis) -- first two weeks of February. Tryouts for Volleyball are in May or June.

EXTRA-CURRICULAR ORGANIZATIONS AT CHS

ACADEMIC ORGANIZATIONS

- **Mock Trial**
  Open to all students interested in an academic competition in which students prepare a trial, play the roles of witnesses and attorneys and compete against other schools. Good activity for students interested in law-related careers, public speaking or drama.
- **Model U.N. (United Nations)**
  Open to students with an interest in social studies and world events. Students research various countries and their positions on world affairs, produce resolutions on world problems, and compete with students from other schools to have their resolutions adopted.
- **National Honor Society**
  Juniors and seniors with a minimum of a 3.5 GPA are invited to fill out an information form for consideration for membership. They must also have taken Biology I and Algebra I and have taken or be taking another upper level science and math course. A faculty council will review the information forms and invitations to join NHS will be sent to those students who have met the requirements.
- **Science Club**
  Open to students with an interest in science and academic achievement. The club meets weekly to prepare for the science bowl competitions. Other activities include building a solar house, creek restoration, pond management and performing a science show for grade schools.
- **Tesla**
  A science enrichment opportunity that provides a safe environment for students to conduct physics experiments beyond those covered in class. Experiments are chosen based on student interest and feasibility.
- **World Language Club**
  This club is open to students with an interest in exploring the world of languages and cultures. Students are involved all year with activities, parties, field trips to cultural events, special meals and listening to speakers from all over the world. The club also engages in several service opportunities through the year. All are welcome!

CAREER & TECHNICAL STUDENT ORGANIZATIONS

- **Criminal Justice Club**
  Open to all ninth graders with an interest in criminal justice or law-related careers and to students in grades 10-12 with a Criminal Justice class during the school year. Activities include field trips related to courses, Skills USA and Mock Trial competitions, and service opportunities.
- **Engineering Club**
  This project based club is open to all students interested in engineering.
- **FBLA (Future Business Leaders of America)**
  This club is open to all students interested in preparing for business careers. FBLA members develop leadership and business skills, strengthen confidence, and establish career goals through projects, club activities, community service and competitions. Students taking any business class are encouraged to join.
- **FCCLA (Family Career and Community Leaders of America)**
  This club is for students who take Family and Consumer Science courses. Any student in these classes can join the club. They are involved with different activities throughout the school year.
- **FFA**
  This organization gives students the opportunity to participate in leadership, animal, wildlife, mechanics, forestry, greenhouse, GPS, and community projects. Students must be enrolled in at least one Agriculture class each year to be a member.
- **HOSA (Health Occupations Students of America)**
  This club is open to students who are in the health occupations classes. The club does many service projects and competitions.

FINE ARTS/PERFORMANCE ORGANIZATIONS

- **CHS Players (Drama Club)**
  This club is for any student with an interest in technical theater or acting. Members of this club will be eligible to audition for the large-scale productions each semester. Performances may or may not include singing and dancing. Opportunities for those not comfortable onstage may include: lighting, sound, set design and construction, makeup, costuming, and publicity.

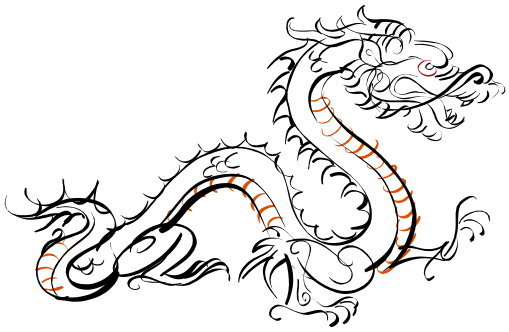
STUDENT GOVERNMENT

- **S.G.A. (Student Government Association)**
  S.G.A. consists of student members (9th-12th) who want to participate in planning student activities such as Homecoming and the Second Harvest Food Drive. Class officers are elected in the spring and are members of SGA. Students who are interested in student government are encouraged to attend weekly meetings. Elections are held in the spring.

OTHER CLUBS AND ORGANIZATIONS

Currently, clubs meet on Thursdays during advisory. The list of clubs varies from year to year. To see a list of clubs that were offered during the 2013-2014 school year, please visit the CHS website. A current list of clubs will be provided at the beginning of the school year.

Get Involved!



FRESHMAN ACADEMY (FRAC) = THE FRESHMAN ADVANTAGE

Why FRAC?

The Clinton High School community holds the goal of educating every student at the highest level of which he/she is capable. From the most advanced freshmen students to those who struggle academically, FRAC is set up to help students gain academic confidence and become willing to take on challenges they might not consider otherwise.

For our college bound freshmen, the process involves challenging them and preparing them to take advanced classes whenever possible. FRAC English and math will prepare them well during the freshman year, helping them build a strong foundation for future advanced classes. FRAC allows teachers to go more in-depth into teaching the writing process, problem-solving skills and other advanced/college-bound skills.

For those students who are not quite ready for advanced skills but could get there with a little extra push, FRAC allows teachers the flexibility and time needed to identify strengths and areas of need so they can design instruction accordingly. Students then have the opportunity to build on their strengths and develop skills in areas of need. Many of these students find they are capable of so much more than they ever thought possible as they learn they are "honors material" after all.

For those students who tend to struggle academically, FRAC teachers use a variety of instructional techniques and strategies. Students often discover that they can learn and that they can be successful. We want all freshmen to believe in themselves enough to not only earn that high school diploma but to go on to greater things after high school. It is our hope that all CHS students will go out into the world well-prepared and excited about the possibilities ahead.

What is FRAC?

- FRAC utilizes an innovative way of scheduling and teaching freshman courses in English and math.
- FRAC utilizes flexible pacing, flexible scheduling and consistent expectations among the FRAC teachers.
- FRAC is a student-centered program where teachers work together to develop innovative instructional strategies and to teach the behavioral skills required in the workplace.
- Students take English and math both semesters of their freshmen year.
- Teachers meet weekly to discuss individual student needs and behavior, to problem solve and to plan curriculum.
- Each classroom is run using the same procedures, rules and consequences to help freshmen get used to the more demanding high school environment.
- Individual student progress is assessed every 4.5 weeks and "second chance" opportunities are built into the FRAC structure to ensure that students master the material.

Curriculum

- Students can earn a total of two credits in FRAC English and two credits in FRAC math (see * below for specifics.)
- In addition to FRAC credits, freshmen take biology, wellness and two elective courses to earn the other four credits for the freshman year. (Eight total credits are possible for freshmen.)

1st Semester FRAC Credit Information

- Students can earn one *elective* credit in English IA.
- Students can earn one *elective* credit in Algebra IA.

2nd Semester Credit Information

- English: Students can earn one *core* credit in English IB Honors or English IB (regular.) The level of credit depends on the student's ability level and successful completion of coursework for each level.
- Math: Students can earn credit in one of the following math courses**: Algebra IB Honors or Algebra IB (regular). The course and level of credit depends on the student's ability level as demonstrated by how much material the student masters throughout the course.

How It Works

- English: Students start the school year randomly scheduled into English classes. During the 1st 4.5 weeks, students complete coursework in English and individual abilities are assessed. Throughout the remainder of the year, students are periodically regrouped into classes that move at the pace the student needs. Faster-paced honors classes, medium-paced regular classes and slower-paced, skill-building classes ensure that each student has the opportunity to succeed at his/her ability level.

- Algebra: Student performance on state middle school end of year assessments is used to determine where freshmen will start in the Algebra curriculum. At the end of each 4.5 week grading period, students are tested on the state standards covered during that grading period. Those who score high enough to meet the requirements for mastery move on to the next set of state standards. Those who do not score high enough will have the opportunity to repeat those chapters the next 4.5 week grading period. The original grade will not count and the student starts over in earning a grade for those chapters. This pattern continues throughout the school year. Students can repeat any set of chapters once, with no grade penalty, to ensure they master the material before moving on to new skills. At the end of the year, credit is assigned based on how many state standards students are able to master. Please note that it is possible to repeat twice during the year and still earn Algebra I Honors credit!

Grading

- Student grades are always formative in nature. Students may redo assignments as necessary to demonstrate mastery. Students are given a final grade on a unit in math, or a section of work in English, once they have demonstrated mastery of the content.
- If students receive a failing grade it usually means they either did not put forth effort to try and learn the material or they did not do the homework and/or class work. FRAC is set up to make it possible for all students to succeed unless they consciously choose not to succeed.

Communication with Parents

- FRAC teachers make every effort to communicate with parents to keep them updated on important information and to request their help when students are struggling or making choices that interfere with their success. They use e-mail, letters mailed home and phone calls.
- Parent involvement is definitely desired and encouraged. Keep in mind, however, that parent involvement at the high school level looks a little different than it did in lower grades. Parents and teachers work together to teach students how to become self-advocates, meaning that students take responsibility for their actions (academically and behaviorally), take initiative in getting their questions answered and take care of routine business for themselves. The amount of parent involvement/intervention depends on the individual student's ability to master these self-advocacy skills. Ultimately, the sooner students are able to responsibly "be in charge" of their academic lives, the better it is for them.
- Developing self-advocacy skills is important for students in many ways and will serve them well in the future. Getting used to taking the lead and working things out for themselves prepares students for life after high school. For example, colleges expect students to have the skills needed to work out details for themselves. In fact, some of the more selective colleges are now *keeping track* of parent contacts during the admissions process. They are denying admission to students who do not take the initiative to make contact with the college themselves. They are looking for students who can function independently in a competitive environment. High school should be the "practice ground" for building those skills.
- With the goal of fostering these self-advocacy and independence skills, parents, teachers and counselors should work together to form a support network for students. The adults become the "coaches," teaching students how to take care of business and work out details for themselves. This process is sometimes the longer, harder route to get things done but students benefit greatly in the long run.

What Students Say About FRAC

- "I think that the Academy is a great privilege to have! If you have any problems at all the teachers will help you as much as you need! It was a great experience for me! The academy was a great idea. The teachers were great, and they made the work seem fun, and they made it as easy as they could."
- "I like being in the academy because high school is very stressful at first and being in the academy relieves some of it because they give us more than one chance to pass."
- "I like being in the Academy because you get chances to improve your grade and it furthers your chance to better your GPA."

Statistics

95% of FRAC students in 2011-2012 earned a passing grade from the state on the Algebra I EOC.

91% of FRAC students in 2011-2012 earned a passing grade from the state on the English I EOC.

Core Course Recommendations		
9th Grade Suggested Courses	**University Readiness (4-Year or 2-Year Transfer Pathway)**	**2-Year College, Technical College, Work**
English	English I H OR Academy Honors English	Academy English
Math	Academy Honors Algebra I OR Geometry H	Academy Algebra I
Science	Agriscience OR Physical Science OR Biology I H	Agriscience OR Physical Science
Social Studies	World Geography OR World Geography H	World Geography
10th Grade Suggested Courses	**University Readiness (4-Year or 2-Year Transfer Pathway)**	**2-Year College, Technical College, Work**
English	English II H OR English II Adv H	English II
Math	Geometry OR Algebra II OR Algebra II H	Geometry
Science	Environmental Science OR Chemistry I H OR Physics I H	Environmental Science
Social Studies	World History OR World History H	World History OR World Geography
11th Grade Suggested Courses	**University Readiness (4-Year or 2-Year Transfer Pathway)**	**2-Year College, Technical College, Work**
English	English III H OR English III H Adv.	English III
Math	Algebra II OR Algebra II H OR Pre Calculus OR Advanced Algebra/Trig	Algebra II
Science	Biology I OR Chemistry I H OR Physics I H (May also take additional advanced science if prerequisites have been met.)	Biology I OR Biology Tech
Social Studies	US History OR US History H OR US History DE	US History
12th Grade Suggested Courses	**University Readiness (4-Year or 2-Year Transfer Pathway)**	**2-Year College, Technical College, Work**
English	English IV H OR English IV AP OR English IV DE	English IV
Math	Advanced Algebra/Trig OR Pre Calculus OR Calculus OR Statistics OR Statistics DE	Bridge Math
Science	Chemistry I OR Physics I OR Chemistry II H (May also take additional advanced science if prerequisites have been met.)	Chemistry I OR Physics I
Social Studies	US Government & Economics OR US Government H & Economics H	US Government & Economics
Additional Requirements	2 Years of the Same Foreign Language & 1 Credit of Fine Art	If opting out of Foreign Language/Fine Art, student must take 3 additional classes in Focus Area
All Students Must Take	½ Credit of Personal Finance Wellness ½ Credit of PE	
Students are strongly encouraged to pursue further education after high school graduation. This should be a 4-Year University, 2-Year College, Technical School, Military or On-the-Job Training.		

CAREER PATHWAYS PROGRAMS OF STUDY

Multi-Cluster Programs of Study

The State Department of Education offers Programs of Study which fit into several different clusters. If you choose one of these Programs of Study, work with your counselor to choose the Career Cluster most closely related to your career interest and design a course sequence to help you reach your career goals.

Sample Careers	Multi-Cluster PROGRAMS OF STUDY	Program of Study Courses
Careers requiring a bachelor's degree or greater	**Advanced Placement (AP)**	3 **additional** AP credits are required.
Performer, Artist, Actor, Musician, Director, Script Writer, Curator/Gallery Manager, Photographer, Music Producer, Costume Designer, Casting Director	**Fine Arts**	3 **additional Fine Arts credits are required.**
Foreign Language Teacher/College Professor, Foreign Lang. Interpreter, Ambassador, English Teacher/College Professor, Historian, Foreign Service, Journalist, Editor	**Humanities**	3 **additional** humanities credits are required.
Chemist, Ecologist, Geologist, Biologist, Mathematician, Meteorologist, Physicist, Chemist, Secondary Educator, College Professor, Survey Technician, Scientific or Medical Researcher	**Math/Science**	3 **additional math and/or science credits are required.**

Career Cluster: Agriculture, Food & Natural Resources

Careers in the production of plant & animal products as well as mining operations and environmental management.

Sample Agriculture Careers	Programs of Study	Program of Study Courses
Veterinarian, Vet. Technician, Vet. Assistant, Animal Groomer, Zoo Keeper, Animal Trainer, Farrier, Livestock Producer, **Animal** Breeder, Agribusiness Manager	**Veterinary and Animal Science**	1. Agriscience 2. Small Animal Science 3. Large Animal Science 4. Veterinary Science
Agricultural Engineer, Surveyor, GIS Technician, Small Engine Mechanic, Ag Equipment Business Manager	**Agricultural Engineering and Applied Technologies**	1. Agriscience 2. Principles of Agriculture Mechanics 3. Agriculture Power & Equipment
Forester, Conservation Scientist, Wildlife Officer, Park Ranger, Environmental Engineer, Soil Scientist, Environmental Technician	**Environmental & Natural Resources Systems** Develop, maintain & manage the natural environment; heavy emphasis on conservation & environmental responsibility.	1. Agriscience 2. Applied Environmental Science 3. Natural Resources Management
Landscape Architect, Landscape Technician, Greenhouse Manager, Parks and Recreation Manager/Worker, Lawn Service Worker, Groundskeeper, Florist	**Horticulture Science**	1. Agriscience 2. Principles of Plant Science 3. Greenhouse Management 4. Greenhouse Management Dual Credit

Career Cluster: Architecture and Construction

Careers in designing, planning, managing, building and maintaining physical structures, roadways, & bridges.

Sample Architecture & Construction Careers	Programs of Study	Program of Study Courses
Welder, Cutters, Solderer, Brazer, General Contractor	**Welding** Apply basic skills and knowledge of the fabrication process that joins materials, usually metals or thermoplastics.	1. Welding Core 2. Welding I 3. Welding II
Carpenter, Builder, General Contractor, Construction Worker, Roofer, Insulation Technician, Drywall Installer; Pipe Fitter, Remodeler	**Carpentry** Apply basic skills and knowledge of carpentry to residential and commercial construction.	1. Construction Core 2. Carpentry I 3. Carpentry II
Interior Design, Architecture, and Real Estate	**Interior Design** Create designs that utilize space, traffic patterns, surfaces and furnishings that make surroundings comfortable.	1. Foundations of Interior Design 2. Residential Interior Design 3. Commercial Interior Design 4. Advanced Interior Design

Career Cluster: Arts, Audio/Video Technology & Communications (Not currently offered at CHS)

Careers in designing, producing, exhibiting, performing, writing & publishing multimedia content; includes visual & performing arts & design, journalism, entertainment services.

Career Cluster: Business, Management and Administration

Careers in planning, managing & providing administrative support, information processing, accounting & human resource management, services & related support services.

Sample Business, Management & Administration Careers	Programs of Study	Program of Study Courses
General managers, medical and health services managers, public relations managers, agents and business managers	**Business Management** Focus on preparation and execution of business activities; supervision of employees; organization of operations; and utilization of marketing functions**.**	1. Computer Applications 2. Accounting I 3. Business Econ./American Business Legal Systems 4. Virtual Enterprise
Executive/Legal/Medical Secretary, Administrative Assistant, Medical Transcriptionists, Office Manager, Receptionist, Data Entry	**Administrative & Information Support** Use technology to perform & coordinate administrative activities.	1. Computer Applications 2. Business Communications 3. Administrative Management 4. Virtual Enterprise
Other Business Courses available:		Banking and Finance Business Communications Interactive Media Design Web Page Design

Career Cluster: Education and Training

Planning, managing & providing education & training services & related learning support services including assessment & library & information services.

Sample Education & Training Careers	Programs of Study	Program of Study Courses
Elementary Teacher, Middle School Teacher, Secondary Teacher, College Professor, School Counselor, School Social Worker, Teacher Assistant	**Teaching as a Profession** (K-12) Communicate, motivate learners, & demonstrate understanding of educational & emotional needs. Deliver subject area information to diverse learners using varied methods & techniques.	1. Fundamentals of Education 2. Teaching as a Profession I 3. Teaching as a Profession II 4. Teaching as a Profession III

Career Cluster: Finance

Careers in planning, managing & providing, banking, investment, financial planning & insurance services.

Sample Finance Careers	Program of Study	Program of Study Courses
Accountant, Financial Planner, Actuary, Auditor, Stock Broker, Debt Counselor, Insurance Broker, Tax Preparer, Loan Officer, Bank Teller	**Banking & Finance** Provide checking & saving account information, loans, credit & payment services to business & individuals.	1. Computer Applications 2. Accounting I 3. Personal Finance 4. Banking & Finance 5. Bus. Economics/ABLS
Other Business Courses available:		Business Communications Interactive Media Design Web Page Design Virtual Enterprise

Career Cluster: Government and Public Administration (Not currently offered at CHS)

Careers in planning, managing & providing all government services at the federal, state & local levels; includes legislative, administrative, regulatory & general purposes.

Career Cluster: Health Science

Careers in planning/managing/providing diagnostic, therapeutic, information & environmental services in Health Care.

Sample Health Science Careers	Programs of Study	Program of Study Courses
Anesthesiologist, Dietician, Nurse, Occupational Therapist, Obstetrician, Paramedic, Pediatrician, Pharmacist, Physical Therapist, Psychiatrist, Respiratory Therapist, Dental Assistant, EMT, Radiologic Technician, Medical Technician/Assistant, Home Health Aides, Nurses Aides, Surgical Technician, Nuclear Medicine Technologist, Pharmacy Tech	**Emergency Services**	1. Health Science 2. Anatomy & Physiology 3. Medical Terminology 4. EMS
	Therapeutic Clinical Services	1. Health Science 2. Medical Therapeutics 3. Rehabilitation Careers 4. Anatomy & Physiology 5. Clinical Internship
	Therapeutic Nursing Services	1. Health Science 2. Medical Therapeutics 3. Anatomy & Physiology 4. Medical Terminology
	Health Informatics	1. Health Science 2. Medical Terminology 3. Clinical Internship

Career Cluster: Hospitality & Tourism (Not currently offered at CHS)

Careers in planning, managing, & providing lodging, food, recreation, convention & tourism, travel & related services.

Career Cluster: Human Services

Careers in planning, managing & providing Human Services including social & related community services.

Sample Human Services Careers	Programs of Study	Program of Study Courses
Pre-School Teacher, Kindergarten Teacher, Daycare Owner, Childcare Worker, Nanny, Teacher Assistant	**Child Development Services** Provide services which nurture & teach young children through child care centers, preschools, and public schools	1. Early Childhood Education I 2. Early Childhood Education II 3. Early Childhood Education III
Social Worker, Mental Health Counselor, School Counselor, Career Counselor, Marriage/Family Therapist, Psychologist, Sociologist, Nutritionist, Case Manager	**Social Health Services** Assist people with personal, family, educational, mental health & career decisions & problems.	1. Intro to Human Studies 2. Lifespan Development 3. Family Studies 4. Human Services Practicum 5. Psychology
Dietician, Weight Management	**Dietetics and Nutrition** Plan food and nutrition programs; supervise the preparation and serving of meals; promoting healthy eating habits and suggesting diet modifications.	1. Intro to Human Services 2. Nutrition Across the Lifespan 3. Nutrition Science & Diet Therapy 4. Human Services Practicum 5. Psychology
Cosmetologist, Barber, Skin Care Specialists, Manicurist, Pedicurist, Shampooer, Personal & Home Care Aides	**Cosmetology** Assist individuals with their personal appearance, including hair, nails, skin, make-up, wigs & personal fitness.	1. Principles of Cosmetology 2. Design Prin. of Cosmetology 3. Chemistry of Cosmetology

Career Cluster: Information Technology (Not currently offered at CHS)

Careers in designing/developing/managing/supporting hardware, software, multimedia & systems integration services.

Career Cluster: Law, Public Safety, Corrections & Security

Careers in planning, managing & providing judicial, legal & protective services; includes professional & technical support services in the fire protection & criminal justice systems.

Sample Law, Public Safety, Corrections & Security Careers	Programs of Study	Program of Study Courses
Lawyer, Detective, Fire Marshall, Park Ranger, EMT, Fire Fighter, Police Officer, Court Reporter, Hazardous Materials Responder, Paralegal, Legal Secretary, Security Guard,	**Law Enforcement Services** Provide services to protect lives & property. Duties range from controlling traffic to preventing & investigating crimes as well as assisting in the prosecution of crimes.	1. Criminal Justice I 2. Criminal Justice II 3. Criminal Justice III 4. Any Dual Enrollment Law or Criminal Justice Courses

Career Cluster: Manufacturing

Careers in planning, managing & performing the processing of materials into products; includes related professional & technical support activities such as production planning control, maintenance & process engineering.

Sample Manufacturing Careers	Programs of Study	Program of Study Courses
Welder, Boilermakers, First-Line Supervisor, Electric Motor and Power Tool Repairer, Millwright	**Machining Technology** Perform welding & preventive maintenance procedures on machines, tools & equipment. Troubleshoot & repair electrical/electronic & mechanical systems. Includes mechanical repair & inventory control systems.	1. Machining Core 2. Machining I 3. Machining II

Career Cluster: Marketing (Not currently offered at CHS)

Careers in planning, managing & performing wholesaling retailing services; includes marketing & distribution and support services such as product management & promotion.

Career Cluster: Science, Technology, Engineering & Mathematics STEM

Careers in planning, managing & providing scientific research & professional & technical services; includes laboratory & testing services as well as research & development services.

Sample Science, Technology, Engineering & Math Careers	Program of Study	Program of Study Courses
Aerospace Engineer, Biomedical Engineer, Chemical Engineer, Civil Engineer, Electrical Engineer, Industrial Engineering, Mechanical Engineer, Nuclear Engineer, Engineering Technician	**Project Lead The Way**	1. Intro. to Engineering 2. Princ. of Engineering 3. Civil Engineering & Architecture 4. Computer Integrated Manufacturing 5. Digital Electronics 6. Engineering Design & Development

Career Cluster: Transportation, Distribution & Logistics

Careers in planning, managing & moving people, materials & goods by road, pipeline, air, rail & water; includes coordinating details & schedules as well as equipment & facility maintenance.

Sample Transportation, Distribution & Logistics Careers	Programs of Study	Program of Study Courses
Automotive Service Technician, Automotive Service Mechanic, Recreational Vehicle Service Technicians	**Automotive Maintenance and Light Repair** Apply technical skills to properly diagnosis, repair & maintain the parts & systems or the modern automobile.	1. Transportation Core / MLR I 2. Automotive II / MLR II 3. Automotive III / MLR III 4. Automotive IV / MLR IV 5. Work Based Learning
Automotive Body & Related Repairer, Automotive Glass Installers & Repairers,	**Automotive Collision Repair** Apply skills to restore vehicles damaged as a result of collision, corrosion, or wear.	1. Transportation Core / MLR I 2. Autobody I 3. Autobody II 4. Work Based Learning

COURSE DESCRIPTIONS

Important Terms:

- **ACCTC**: Anderson County Career and Technical Center.
- **Concurrent Course**: Course taken at the same time as another course.
- **Core Courses**: Courses the State Department of Education requires for all students.
- **Course Sequence**: Order in which courses must be taken.
- **CTE**: Career and Technical Education.
- **Electives**: Courses you choose to take in addition to the core courses.
- **Pre-requisite**: Course you must take before you take another course.
- **POS**: Program of Study (Elective Focus)
- **Qualified Strength-of-Schedule Course**: Courses that qualify for bonus points for the purpose of selecting the Valedictorian/Salutatorian and for final ranking of the seniors with GPA's of 3.8 and above; Courses that qualify are marked with (**S-o-S)**.
- **NCO**: Not Currently Offered (Shown in lighter print).
- **Soft Skills**: Non-technical skills needed for success in the workplace, such as work ethic, attendance, teamwork, communication skills, attitude, etc.
- **Upperclassmen**: Sophomores, Juniors, Seniors.
- **WBL**: Work Based Learning (Formerly called Co-op).

Note: Some single block courses may be paired with other single block courses and be taught all year long for 45 minutes each.

AGRICULTURE

This program is intended to prepare students for a career or further training in the agriculture and natural resources field. Students who are interested in animals, plants, wildlife, forestry, mechanics, and engineering should consider this program. Future veterinarians, pet store workers, zookeepers, greenhouse workers, groomers, horse trainers, florists, plumbers, electricians, wildlife officers, foresters, landscapers, environmental engineers, farmers, sales people and community leaders should consider one of the paths below.

Dual enrollment opportunities are available in Greenhouse Management, Natural Resource Management, Applied Environmental Science, Large Animal Science and Geographical Info. Systems at regular tuition rates, with assistance from Hope Scholarship funds.

GENERAL AGRICULTURE

AGRISCIENCE - Single Block; One Semester; One Credit; 9^{th} - 12^{th} Grades; Preference given to first time agriculture students Pre-requisites and/or Requirements: All freshmen agriculture students need to have this class prior to taking the other classes offered in the department.

Agriscience is a laboratory science course that prepares students for biology, subsequent science courses and postsecondary pursuits. The content area includes ecology, biological processes, sexual and asexual reproduction and a study of the chemical and physical laws that govern life processes. This course helps students understand the important role agricultural science serves as industry moves into the 21st century.

ORGANIZATIONAL LEADERSHIP and COMMUNICATIONS as a part of YOUTH LEADERSHIP ANDERSON COUNTY (YLAC) - Single Block; One Semester; One Credit; 10^{th} - 12^{th} Grades.

This course is demanding and includes skill development to become better leaders, team and confidence building activities. This course is for students interested in learning more about the attributes and skills of successful leaders. This course covers organizational behavior, communication, management, and leadership topics. Students in this course participate in activities that will assist them in the development of communication and interpersonal skills transferrable to business applications. Dual enrollment is available for this course. See the instructor for details.

This course has an option to participate in YOUTH LEADERSHIP ANDERSON COUNTY (YLAC) - Requirements: For YLAC participants: Completed application (available from Counseling), Accepted by the YLAC Board, and a $50 Fee. Participation includes field trips to various businesses and agencies. This is a shared endeavor with Anderson County High School and is sponsored by the Anderson County Chamber of Commerce.

PRINCIPLES OF AGRICULTURAL MECHANICS -Single Block; One Semester; One Credit; 10th-12th Grades.

This class is designed to help sophomore level students gain an appreciation of the diversity of skills that are necessary in the field of Agricultural Mechanics. While working in rotations, students gain experience in the following areas: block laying, electricity, rafters, plumbing, arc welding, small engines, basic wood working using hand tools, drafting and developing a bill of materials. Students will use digital technology to combine maps and images on computers and collect data in the real world using global positioning systems (GPS) and geographic information system (GIS) maps. Membership in the National FFA is an important part of this class.

NCO AGRICULTURE POWER & EQUIPMENT - Single Block; One Semester; One Credit; 10th – 12th Grades. WILL BE OFFERED 2015-2016

Students will learn skills in small engine repair, electrical wiring, electrical motors, welding, gas cutting, and surveying. They will work in groups to improve their skills and construct real world projects. They build on knowledge and skills through mig welding and use of power tools in the Ag. Mechanics lab. Extensive time is spent on small engines, structures, metals, career opportunities, and leadership within an agricultural engineering job setting. Dual credit is offered through the University of Tennessee, Martin. See the instructor for details. Membership in the National FFA is an important part of this class.

ANIMAL SCIENCES

LARGE ANIMAL SCIENCE - Single Block; One Semester; One Credit; 10th - 12th Grades.

Large Animal Science is an applied course in veterinary and animal science for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of large animals including horses, cattle, swine, sheep, and specialty animals, as well as careers, leadership, and history of the industry. Membership in the National FFA is an important part of this class. Dual enrollment is offered through the University of Tennessee, Martin. See instructor for details. Membership in the National FFA is an important part of this class.

NCO SMALL ANIMAL SCIENCE - Single Block; One Semester; One Credit; 10th - 12th Grades. WILL BE OFFERED 2015-2016

Students will learn about pet, companion and meat animals including dogs, cats, rabbits, small mammals such as mice, hamsters and gerbils, amphibians, reptiles including snakes, birds, fish, and other small animals. They will study animal history, safety, rights, welfare, nutrition, reproduction and careers. Membership in the National FFA is an important part of this class. Membership in the National FFA is an important part of this class.

VETERINARY SCIENCE - Single Block; One Semester; One Credit; 10th - 12th Grades.

This class is designed to provide students interested in careers in Animal Science an opportunity to learn more about animal health, anatomy, animal diseases, animal health products, educational requirement for specific animal health related jobs and leadership skills needed for success in careers in the field of animal health. Membership in the National FFA is an important part of this class. Dual enrollment is offered through the University of Tennessee, Martin. See instructor for details. Membership in the National FFA is an important part of this class.

NATURAL RESOURCES

NCO - APPLIED ENVIRONMENT and RESOURCES SCIENCE- Single Block; One Semester; One Credit; 10th - 12th Grades. WILL BE OFFERED 2015-2016

Applied Environmental Science focuses on the knowledge, information, and skills related to the fundamental science and management of wildlife, and forest ecosystems as well as careers, leadership and history of the industry. This course covers principles of environmental impacts, energy consumption, and ecosystem management. . Membership in the National FFA is an important part of this class.

NATURAL RESOURCES MANAGEMENT - Single Block; One Semester; One Credit; 10th - 12th Grades.

This course is an applied knowledge course for students interested in learning more about becoming good stewards of our environment and natural resources, as an environmental scientist, conservationist, forester, or wildlife manager. This course covers major types of natural resources and their management, public policy, the role of public education in managing resources, as well as careers, leadership, and history of the industry. Dual enrollment is offered through the University of Tennessee, Martin. Membership in the National FFA is an important part of this class.

PLANT SCIENCES

NCO PRINCIPLES OF PLANTS– Single Block; One Semester One Credit; 10th-12th Grades. WILL BE OFFERED 2015-2016

This course focuses on essential knowledge and skills related to the science of plant growth. This course covers principles of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics. Membership in the National FFA is an important part of this class.

GREENHOUSE MANAGEMENT - Single Block; One Semester; One Credit; 10th-12th Grades.

This class is designed for students with an interest in plant growth and development. Topics covered include: greenhouse crops, greenhouse operations, greenhouse equipment, parasites, diseases, and soil vs. media. Class includes hands-on experience in the school greenhouses. Dual enrollment is available in this course. Membership in the National FFA is an important part of this class.

GREENHOUSE MANAGEMENT DUAL CREDIT-- Single Block; One Semester; One High School Credit, Three College Hours Possible; 10th - 12th Grades, Pre-requisite: Biology

This class is a state dual credit course designed for students with an interest in plant growth and development. All students are required to take the comprehensive final challenge exam. (Possible small fee) Students who pass this challenge examination will earn college credits accepted by all Tennessee public postsecondary institutions. Topics covered include: Plant Reproduction and Propagation, Soils, Pests, Interior Plants, Landscape Design, Turf Science, Growing Structures, Greenhouse Business Mgt. Membership in the National FFA is an important part of this class.

AIR FORCE JROTC

Goals and mission of the AFJROTC program: To "Develop citizens of character dedicated to serving their nation and community". The goals of the program are to Instill Values of Citizenship, Service to the United States and Personal Responsibility/Sense of Accomplishment. There is NO military obligation for students enrolling into the AFJROTC curriculum.

Pre-requisites and/or Requirements for all AFJROTC courses: AF Grooming (including hair neat, clean, trimmed above the ears; all piercing removed anytime the cadet is in uniform, including PT; tattoos may not be visible when in uniform) and Conduct Standards; No drugs or criminal involvement; Cadets must wear the military uniform once a week on required days. Dressing out in Air Force physical training (PT) uniform required once a week. The curriculum breakdown is as follows: 40% of the program comes from the Aerospace Science courses, 40% from Leadership Education courses and the final 20% is from the Wellness (physical training) course.

The Wellness program is an official and integral part of the Air Force JROTC program. It is included in all JROTC classes. The objective of the Wellness Program is to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. A typical exercise class may go as follows: Warm-up/stretch, Assessment exercises, Group activity, Cool down/stretch.

***** Students may not repeat a JROTC course unless they failed it previously.

JROTC I - (1st year cadets encouraged to enroll in these courses but NOT necessary) Single Block, One Term, One Credit. 9th-12th first year cadets. State & Local Course Code 3331

This is the recommended first Aerospace Science (AS) course for all new cadets. It is an aviation history course focusing on the development of flight aviation, a brief astronomical and space exploration history, principles of flight to include flight power and rockets. The Leadership Education (LE) course introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship. The course also provides an in-depth introduction to drill and ceremonies. It concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, reviews, parades, and development of the command voice.

JROTC II - (2nd year cadets encouraged to enroll in these courses but NOT necessary) Single Block, One Term, One Credit. 9th- 12th Grades. State & Local Course Code 3332.

This AS course is an introductory course that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses. An optional course is one about the world's cultures. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. The LE course stresses communications skills and cadet corps activities. Much information is provided on preparing for leadership, solving conflicts and problems, and personal development. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. It also includes a Drill and Ceremonies course. The course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice.

JROTC III - (3rd year cadets encouraged to enroll in these courses but NOT necessary) Single Block, One Term, One Credit. 9th-12th Grades. State & Local Course Code 3333.

This AS course includes information about space science and space exploration, astronomy and the Renaissance. It provides study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It focuses on spaceflight, space vehicles, launch systems, space missions, manned spaceflight, the Space Shuttle, space stations and beyond, landing on the Moon and advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space. The LE course is helpful to students in deciding which path to take after high school, information on how to apply for college, vocational or technical school. Information on how to begin the job search is available to students who decide not to go to college or vocational school, financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Citizen responsibilities such as registering to vote, jury duty, and draft registration will be helpful too. There is information on how to prepare a résumé and the importance of good interviewing skills. If there are students who are interested in a career in the military information is also provided for them. It also includes Drill and Ceremonies course. The course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice.

JROTC IV - (4th year cadets encouraged to enroll in these courses but NOT necessary) Single Block, One Term, One Credit. 9th-12th Grades. State & Local Course Code 3334.

This AS course allows the cadets to manage the entire corps during their fourth year in the Air Force Junior ROTC program. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. Additionally there is a survival course that focuses on basic survival. This class will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents "good to know" information that would be useful in any situation. The Leadership Education course provides exposure to the fundamentals of management. This course will equip the cadets with the qualities needed to serve in leadership positions within the military. It also includes Drill and Ceremonies course. The course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice.

ARTS

INSTRUMENTAL MUSIC/BAND (WIND INSTRUMENTS) - Single Block; Two Semesters; Two Credits; 9th - 12th Grades; Pre-requisites/Requirements: Must have participated in middle school and/or high school band. An audition is required and entry into this class is at the discretion of the director. Summer band camp and after school rehearsals are required.

This is a performance based class. The class includes Marching Band, Concert Band, music theory and music appreciation. The group performs at football games, parades, & various concert performances throughout the year. Marching Band and Concert Band competitions are included in the curriculum as well as Solo Ensemble participation. Regional and All State band members are selected from this group. Participation fees are assessed. Students are required to fully participate in both semesters of band.

INSTRUMENTAL MUSIC/GUARD - Single Block; One Semester; One Credit; 9th - 12th Grades; Pre-requisites/ Requirements: An audition is required for entry into this class. Entry is at the discretion of the director. Students are required to participate in summer band camp and after school rehearsals. Participation fees are assessed.

Guard is a performance based class. This class enhances the Marching Band. This group performs at football games, parades and Marching Band competitions.

INSTRUMENTAL MUSIC/PERCUSSION - Single Block; Two Semesters; Two Credits; 9th - 12th Grades; Pre-requisites/Requirements: Must have participated in middle and/or high school band. An audition is required and entry into this class is at the discretion of the director. Summer band camp and after school rehearsals are required.

This is a performance based class. The class includes Marching Band, Concert Band, Music Theory, and Music Appreciation. The group performs at football games, parades, & various concert performances throughout the year. Marching Band & Concert Band competitions are included in the curriculum as well as Solo Ensemble participation. Participation fees are assessed. Students are required to fully participate in both semesters of band.

FRESHMEN CHORUS-Single Block; One Semester; One Credit, 9th Grade only; Pre-requisites and/or Requirements: Open to all 9th graders who enjoy singing.

This course consists of activities that include: correct vocal production, ensemble blend and balance, sight singing, and concert performance etiquette. Students must be willing to commit to out of school performances. Participation in Honor Choirs and All-East recommended.

MIXED CHORUS - Single Block; One Semester; One Credit, 9th-12th Grades; Pre-requisites and/or Requirements: Open to all 9th - 12th graders who enjoy singing.

This course consists of activities that include: correct vocal production, ensemble blend and balance, sight singing, and concert performance etiquette. Students must be willing to commit to out of school performances.

MUSICAL THEATER – Single block; One Semester; One Credit; 9th – 12th Grades; Pre-requisites and/or requirements: Application, audition and teacher recommendations required. Open to all 9th-12th Graders who enjoy drama presentations, singing, and/or dancing.

This course studies and develops basic elements of the technical theater, singing, acting, directing, producing, script writing, choreographing and performing. This class will require daily performance, sometimes individually, in front of an audience. Students must commit to out of school performances.

SHOWSTOPPERS - Single Block; Two Semesters; Two Credits; 10th- 12th grades mixed ensemble; Pre-requisites and/or Requirements: Students are placed by audition with choral director in spring.

This course consists of advanced choral techniques that include: vocal production, performance practices, sight singing, a cappella singing, & 4 part music. Most of the music performed is choreographed. Students must be willing to commit to out of school performances. Participation in Clinics, All-East/All-State activities recommended.

SWEET SIXTEEN – Single Block; Two Semesters; Two Credits; 10th- 12th Grade girls; Pre-requisites and/or Requirements: Students are placed by audition with choral director in the spring.

This course consists of advanced choral techniques that include: Vocal production, performance practices, sight singing, a cappella singing, and three and four part treble music. Most of the music performed is choreographed. Students must be willing to commit to out of school performances. Participation in Clinics, All-East/All-State activities is recommended.

HISTORY OF ROCK I - Single Block; One Semester; One Credit; 9th -12th Grades; Pre-requisites: None.

This course explores the roots of rock-n-roll beginning in the early to mid 20th century to the garage bands of the late 1960's. This will be a lecture-based course with lecture, discussion, music listening, note taking and rock projects determining the grade. Audiovisual materials supplement the text.

HISTORY OF ROCK II – Single Block; One Semester; One Credit; 9th - 12th Grades; Pre-requisites and/or Requirements: Students must complete and pass History of Rock I before enrolling for this course.

This course explores the further development of rock music from the 70's through the 90's. Black Pop, Disco, Reggae, Punk, New Wave, Heavy Metal, Rap, Electronic Dance Music and MTV will be included in course study. This will be a student-engaged course which incorporates class discussion, research, music listening, note taking, projects and some lecture. Technology-based materials supplement the curriculum.

VISUAL ART I - Single Block; One Semester; One Credit; 9th - 12th Grades; Pre-requisites and/or Requirements: None.

This course covers all the elements of art: line, shape, value, space, form, color, and texture. Students will use a variety of materials such as charcoal, paint, pastel, clay, and printmaking materials. (Be prepared to get messy). In addition to studio work, students will study a text from which tests will be drawn. All students are required to maintain a sketchbook and turn it in once a week. Students should be prepared to work hard and have fun.

ADVANCED ART - Single Block; One Semester; One Credit; 10th- 12th Grades; Pre-requisites and/or Requirements: At least a "B" in Art I or portfolio (to be reviewed by instructor).

This course continues the exploration of composition, draftsmanship, and color, as well as three-dimensional work. Students will study the history of western art from the ancient ages to the present. Unlike Art I, work will be evaluated more on quality than effort.

AUTOMOTIVE TECHNOLOGY

The Maintenance and Light Repair courses prepare students for entry into maintenance and light repair in the automotive industry. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing the Maintenance and Light Repair courses, students may enter the automotive service industry as an Automotive Service Excellence (ASE) Certified Maintenance and Light Repair Technician.

Dual enrollment opportunities are available at Tennessee College of Applied Technology at Jacksboro and Harriman.

TRANSPORTATION CORE (MLR I) ***(ACCTC)*** **–** Single Block; One Semester; One Credit; 9th and 10th Grades priority, 11th if space allows; Pre-requisites and/or Requirements: None.

The Maintenance and Light Repair I course prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR.

AUTOMOTIVE II (MLR II) ***(ACCTC)*** Double Block; One Semester; Two Credits; 10th - 12th Grades; Pre-requisites and/or Requirements: Transportation Core (MLR I).

The Maintenance and Light Repair II course prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

AUTOMOTIVE III (MLR III) ***(ACCTC)*** - Double Block; One Semester; Two Credits; 11th - 12th Grades; Pre-requisites and/or Requirements: Transportation Core (MLR I) and Automotive II (MLR II)

The Maintenance and Light Repair III course prepares students for entry into Maintenance and Light Repair IV. Students study suspension and steering systems and brake systems. Students will service suspension and steering systems and brake systems. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

AUTOMOTIVE IV (MLR IV) ***(ACCTC)*** - Double Block; One Semester; Two Credits; 12th Grade; Pre-requisites and/or Requirements: Transportation Core (MLR I), Automotive (MLR) II and III.

The Maintenance and Light Repair IV course prepares students for entry into the automotive workforce or into post secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

BUSINESS TECHNOLOGY

Business courses provide students with the technological skills they need to be successful. Business courses develop communication, leadership and computer skills and prepare students to utilize Microsoft Office software for entry level jobs, high school and college coursework. Students interested in owning their own business or having business careers such as accountants, administrative assistants, computer support, financial advisors, managers, and multimedia or web designers should consider taking business classes.

Joining Future Business Leaders of America (FBLA) is a great way to develop leadership skills, gain a competitive edge in preparing for the future and make new friends.

COMPUTER APPLICATIONS - Single Block; One Semester; One Credit; 9th- 12th Grades; Pre-requisites: None.

In Computer Applications students will develop computer and technology skills necessary for college and business related entry level jobs. Students will use Microsoft Word, Excel and PowerPoint to create a variety of documents and presentations. Students will also use the Internet for research, learn MLA report formatting, develop teamwork skills and complete projects and business simulations. This course is required for all other business classes.

ACCOUNTING I - Single Block; One Semester; One Credit; 10th - 12th Grades; Pre-requisites and/or Requirements: Computer Applications.

Accounting is a course in which students will apply generally accepted accounting principles, procedures and techniques to manual and computerized accounting environments. Students will enter realistic accounting transactions for a variety of business applications and generate financial statements, spreadsheets and other management information reports. Students will gain entry-level computerized accounting skills. Recommended for students taking Virtual Enterprise.

BUSINESS COMMUNICATIONS - Single Block; One Semester; One Credit; 10th- 12th Grades; Pre-requisites and/or Requirements: Computer Applications.

Business Communications is a course that prepares students for oral and electronic business communications in the 21st century including social media as well as developing skills in electronic publishing, design, layout, composition, and video conferencing. Emphasis will be placed on social media, design and digital communications. Students will review and practice successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. Standards in this course are aligned with the Tennessee Common Core.

INTERACTIVE MEDIA DESIGN I - Single Block; One Semester; One Credit; 10th - 12th Grades; Pre-requisites and/or Requirements: Computer Applications.

Interactive Multimedia Design is designed to give students experience with designing, developing, publishing, and presenting media projects. Students learn the various components of storyboarding techniques, digital video, graphics, sound, music, television production, broadcasting and animations. Team development will also be stressed as students work on projects. Projects must meet guidelines for use as content for county cable TV channel.

WEB PAGE DESIGN I – Single Block; One Semester; One Credit; 10th - 12th Grades; Pre-requisites and/or Requirements: Computer Applications.

Web Page Design is a hands-on course where students will create basic web sites using HyperText Markup Language (HTML), Cascading Style Sheets (CSS) and Notepad. Students will demonstrate knowledge of the Internet, web technologies, and basic networks, as well as understand social, ethical and safety issues for the World Wide Web. This course focuses on the principles of web page layout and design related to creating e-commerce web sites. Students will work individually and in teams to create web sites which will be published to the Internet.

ADMINISTRATIVE MANAGEMENT SYSTEMS – Single Block; One Semester; One Credit; 11th - 12th Grade; Pre-requisites and/or Requirements: Computer Applications and Accounting I or Virtual Enterprise

Within every organization, managers perform valuable administrative tasks. Administrative Management Systems involves planning, directing, coordinating or doing work that supports an organization. One must be detail-oriented, flexible, and decisive. Students will be able to increase their knowledge and skills regarding information processing, reasoning, team building, time management, feasibility studies, cost and budget analysis, professional leadership, ethical and legal issues, mathematics, and communications. Workers in this area must be able to lead by example, solve problems, coordinate multiple concurrent activities, meet deadlines and have good computer skills.

BANKING AND FINANCE – SINGLE Block; Two Semesters; Two Credits; 11th – 12th Grades; Pre-requisites and/or Requirements: Computer Applications.

Banking and Finance is a yearlong course designed to challenge the student with real banking and financial situations through a partnership with a local financial institution that will bring a variety of resources with the student having hands-on experience within the school setting. Students will gain valuable job skills in banking. Students must have a teacher recommendation and will be required to interview with banking personnel. Pick up an application from Ms. Shipley. Students may receive two credits if they complete the school-based enterprise experience.

BUSINESS ECONOMICS/AMERICAN BUSINESS LEGAL SYSTEMS This course fulfills graduation requirements for Government and Economics – Single Block; One Semester; One Credit; 11th - 12th Grades; Pre-requisite: Computer Applications.

Business Economics: This course provides an in-depth study of fundamental concepts, free enterprise trading practices, and the various players in the economic system. Topics include production, marketing, and distribution of goods and services as well as the roles of financial institutions, the government, and individuals within the free enterprise system. American Business Legal Systems: This course provides students with an understanding of the legal framework in which American business functions. Students will evaluate the influence of the free market system in a democratic society on daily decisions; and analyze the alliance between capitalism and democracy and be better prepared to influence future decisions in the public and private sectors of the United States of America. **This course fulfills graduation requirements for Government/Economics.**

PERSONAL FINANCE/ACT PREP– Single Block; One Semester, One Credit; 11th – 12th Grades; Pre-Requisites: None.

Personal Finance is a required course for graduation. It is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. ACT Prep will cover the four basic areas of the ACT and give students the opportunity to take four practice tests, review results to refine strengths and work on weaknesses, and learn test taking strategies.

VIRTUAL ENTERPRISE INTERNATIONAL – Single Block; Two Semesters; Two Credits; 11th-12th Grades; Pre-requisites and Requirements: (a) Application and Teacher Recommendation. (b) One or more credits in Business Technology. Applications available in Counseling Office or from Mrs. Frost in Room 109.

Virtual Enterprise International (VEI) is a yearlong course where students work as a team to run a virtual online retail business. Students will be "hired" in accounting, human resources, marketing, sales and web design to complete day-to-day operations in the "virtual" business. The simulated business replicates all of the functions and demands of a real business in both structure and practice, from product development, production and distribution to marketing, sales, human resources, finance and accounting. Students will increase communication and business skills and will demonstrate those skills at the Tennessee VE trade fair in the fall. Applications can be turned in at Room 109 or the counseling office.

COLLISION REPAIR TECHNOLOGY

TRANSPORTATION CORE (MLR I) *(ACCTC)* – Single Block; One Semester; One Credit; 9th and 10th Grades; Pre-requisites and/or Requirements: None.

This course prepares students for entry into all subsequent transportation courses. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, and basic technician skills.

AUTOBODY I: NON-STRUCTURAL (COLLISION REPAIR) *(ACCTC)* - Double Block; One Semester; Two Credits; 10th - 12th Grades; Pre-requisites and/or Requirements: Transportation Core/MLR I.

Students receive training in a shop setting that enables them to repair damaged automobile bodies. Instruction includes shop safety, body and frame construction, welding, minor repair, and minor refinishing. The course also puts students on the road to many professions in the auto collision industry. Participation in Skills USA helps students develop their leadership skills and encourages the pursuit of personal goals and high standards.

AUTOBODY II: PAINTING AND REFINISHING (COLLISION REPAIR) *(ACCTC)* - Double Block; One Semester; Two Credits; 11th and 12th Grades; Pre-requisites and/or Requirements: Autobody I (Collision Repair)

This course prepares students to use plastics and adhesives in the repair and refinish processes and to apply automotive paint to a vehicle. Students learn to diagnose automotive paint finish problems and to perform the appropriate manufacturer-required techniques and processes to refinish the affected area or the complete vehicle. Course content provides the student with training in mixing, matching, and applying paint and finish to vehicles. Course content includes the application of plastics and adhesives in the repair and refinish processes. The course prepares students for entry-level employment and advanced training in collision repair technology, and post secondary education. Students completing this course are eligible to take the ASE written examination for Paint and Refinish and for Plastics and Adhesives.

CONSTRUCTION CARPENTRY

CONSTRUCTION CORE *(ACCTC)* – Single Block; One Semester; One Credit; 9th -10th Grades only; Pre-requisites and/or Requirements: None.

Students will be introduced to basic skills and knowledge applicable to all construction trades. Topics covered include safety, construction drawings, site layout, hand and power tools, linear and angular measurements, and application of algebraic and geometric principles to construction problems.

CARPENTRY I *(ACCTC)* - Double Block; One Semester; Two Credits; Designed for 10th – 12th Grades; Pre-requisites and/or Requirements: Construction Core.

This course will introduce students to basic skills and knowledge related to residential and commercial carpentry. Topics covered include wood, metal, and concrete building materials; fasteners; hand and power tools; fabrication based on construction plans; and framing of platform and post-and-beam structures, in both wood and metal. This course gives students and introduction to the skill and knowledge base typically required for apprentice carpenters.

CARPENTRY II *(ACCTC)* - Double Block; One Semester; Two Credits; Designed for 11th - 12th Grades; Pre-requisites and/or Requirements: Carpentry I.

Students will extend their skills and knowledge related to residential and commercial carpentry. Topics covered include stairs, installation and trim of windows and doors, installation and repair of gypsum wallboard, advanced site layout, exterior finish work, and thermal and moisture protection. This course gives students a substantial skill and knowledge foundation typically required for apprentice carpenters.

COSMETOLOGY

PRINCIPLES OF COSMETOLOGY *(ACCTC)* - Single Block; One Semester; One Credit; Designed for 10th, but open to 11th and 12th Grades; Pre-requisites and/or Requirements: None.

This course introduces students to the career of cosmetology and begins the training needed to meet the standards set by the State Board of Cosmetology. Major topics include decontamination and infection, shampooing/rinsing, wet hairstyling, thermal hairstyling, permanent waving, and manicuring/pedicuring. Participation in Skills USA helps students develop their leadership skills and encourages the pursuit of personal goals and high standards.

DESIGN PRINCIPLES OF COSMETOLOGY (COSMETOLOGY II) *(ACCTC)* - Double Block, One or Two Semesters; Two to Four Credits; Designed for 11th & 12th Grades; Pre-requisites and/or Requirements: Principles of Cosmetology and instructor approval.

Designed to continue the training needed to acquire certification from the State Board of Cosmetology, this course offers instruction and hand-on learning opportunities in hair cutting, finger waving, wet hairstyling, permanent waving, hair coloring, chemical hair relaxing, thermal hair pressing, manicuring/pedicuring, facials, skin disorders, and removal of unwanted hair. Many lessons include the study of anatomy and physiology and chemistry. Continued participation in Skills USA further develops students' leadership skills.

CHEMISTRY OF COSMETOLOGY (COSMETOLOGY III) *(ACCTC)* - Double Block, One or Two Semesters; Two to Four Credits; Designed for 12th Grade; Pre-requisites and/or Requirements: Design Principles of Cosmetology and instructor approval.

This course reinforces and expands the training needed by students desiring to meet the certification standards set by the State Board of Cosmetology. New topics include managing appointments, building a clientele, and evaluating hair structure and hair chemistry. Upon graduation, students will be advised regarding the total number of hours needed to complete their training at postsecondary institutions. Continued participation in VICA further develops students' leadership skills.

CRIMINAL JUSTICE

This program is designed for those students preparing for careers in law, law enforcement, corrections, and related fields. Most positions in these areas require that candidates have a college degree, no criminal record and have reached age 21.

Dual Enrollment Opportunities through RSCC: Criminal Law, Fall Semester at ACCTC (early bird); Spring Semester at CHS (early bird)

CRIMINAL JUSTICE I: INTRODUCTION TO CRIMINAL JUSTICE – Single Block; One Semester; One Credit; 9th-11th Grades. Pre-requisites/Requirements: English Honors recommended for 9th graders..

This course is the first level of study of criminal justice careers, preparing students for work-related knowledge and skills for advancement into the second level of criminal justice coursework. Course content focuses on areas comprised of planning, managing, and providing judicial, legal, protective and correctional services. The course is an overview of the legal/justice system and builds a better understanding of the development of laws on state, federal, and international levels. New technology and career opportunities in criminal justice are an integral part of the course content. Related clubs: Criminal Justice Club, Skills USA, and Mock Trial Competition Team.

CRIMINAL JUSTICE II: ADVANCED CRIMINAL JUSTICE (ACCTC)– Single Block; One Semester; One Credit; 10th-11th Grades; Pre-requisites and Requirements: Criminal Justice I or Criminal Justice Dual Enrollment course. ONLY OFFERED AT ACCTC

This course will offer an in-depth study of criminal justice careers and current criminal justice issues. Local, state, federal, and international laws will be analyzed. Subject matter will include a comparison of the criminal justice in the United States with other countries. Students will have opportunities to participate in mock trials and activities with criminal justice careers emphasis. Course content will introduce new technology, effects of forensic analysis, and career opportunities. The course content will include information for planning, managing and providing legal, judicial, public safety, and correctional services. This course will be offered fall semester at ACCTC (3d block). Related clubs: Criminal Justice Club, Skills USA, and Mock Trial Competitive Team.

CRIMINAL JUSTICE III: FORENSIC SCIENCE (ACCTC) – Single Block; One Semester; One Credit; 11th - 12th Grades; Pre-requisites and Requirements: Criminal Justice I and II (dual enrollment Criminal Justice course(s) can be substituted).

This course will provide students with an opportunity to explore the basic processes and principles of forensic science as it relates to criminal investigation. Students will learn the importance of the identification, collection, and processing of evidence and of its contribution to the criminal investigation. Students will learn of the legal responsibilities and challenges which the forensic investigator may encounter from initial response to the court room. This course will be offered in the spring semester at ACCTC (3d block). Note that the scheduling of this course may conflict with students getting the full benefit of senior off-campus/open lunch. Related clubs: Criminal Justice Club, Skills USA, and Mock Trial Competitive Team.

DUAL ENROLLMENT CRIMINAL LAW (ACCTC) - One Semester; One Credit; 11th - 12th Grades; Before school 2 days per week: Fall Semester at ACCTC; Spring Semester at CHS. One high school credit; three RSCC credits; Prerequisites: 19 in reading on ACT or PLAN and 3.0 GPA. GPA requirement may be waived by instructor.

This course introduces students to the fundamental nature of criminal law and provides an overview of general legal principles. Both criminal law codifications and criminal elements in felonies and misdemeanors will be analyzed. This course is appropriate both for students who plan to pursue law enforcement or corrections and those planning to pursue law. Students may take the course at either school; travel time to home school will be built into the schedule; students will provide own transportation. If there are not enough students to support 2 classes, the classes will be combined. Students taking this course may opt out of 4th block. Related clubs: Criminal Justice Club, Skills USA, and Mock Trial Competitive Team.

Early Childhood Education Careers ACCTC

This program is designed for students who have an interest in a teaching career.

Dual enrollment opportunities: Early Childhood Education Careers II and III at RSCC (3 credit hours)

EARLY CHILDHOOD EDUCATION CAREERS I (ACCTC ONLY) – Single Block; One Credit; Designed for 9th grade, but open to 10th – 12th grades; Pre-requisites and/or Requirements: none.

This course is designed for students who have an interest in a teaching career with children of any age (birth to college). This course provides students an introduction to basic skills and knowledge needed to work with children; such as guidance and supervision, health and safety, program planning, etc. Laboratory and hands-on experiences offer excellent learning opportunities.

EARLY CHILDHOOD EDUCATION CAREERS II (ACCTC ONLY) - Double Block; One Term; Two Credits; Pre-requisites and/or Requirements: Early Childhood Education Careers I and instructor approval required.

This course builds on the information and skills acquired in ECEC I and put them into practice. Content provides students the opportunity to plan, develop, and lead learning activities for young children. Students will put to practice learning and developmental theories in a classroom environment. Through this course, students will be able to work in a laboratory/classroom environment obtaining hands-on learning experiences. This course also provides a dual-enrollment opportunity.

EARLY CHILDHOOD EDUCATION CAREERS III (ACCTC ONLY) – Double Block; Two Credits; Designed for 12th grade only. Pre-requisites and/or Requirements: Early Childhood Education Careers II and instructor approval required.

Upon completion of this course, students will be prepared with the necessary skills and knowledge base to seek employment in the early childhood industry. This course also provides the basic foundation needed to be successful in post-secondary courses. Content provides students with experiences and study administration, special needs children, preschool classrooms, infant/toddler classrooms, and elementary education classroom. This course requires a job shadowing education experience. Student will spend the majority of their time outside the classroom in specific placements. Students are responsible to provide their own transportation if job shadowing is at an off-campus location. This course also provides a dual-enrollment opportunity.

ENGINEERING–PROJECT LEAD THE WAY

This is a pre-engineering program that will build a good base for being an engineer, machinist, or computer design technician. Other career options for this program of study include any Manufacturing Operation, Civil, Mechanical, and other types of engineers, and any type of work in the engineering/manufacturing field

Students have the opportunity to collaborate with professionals from Y-12 and the Department of Energy.

PLTW is a pre-engineering program where students explore technology careers & prepare for college engineering programs.

Who can qualify for Engineering classes?

- Male and female students considering engineering as a possible career choice
- Students who enjoy math & science, are curious about how things work, and like to create things & solve problems

Why participate in Engineering?

- There is a severe and growing shortage of qualified persons in the fields of engineering and engineering technology.
- College/university engineering and engineering technology programs need qualified, properly prepared students.
- Too many students drop out of college engineering and engineering technology programs because they were not properly prepared in high school.

INTRODUCTION TO ENGINEERING DESIGN (PLTW I) – Single Block; One Term; One Credit; 9^{th} – 12^{th} grades; Pre-requisites and/or Requirements: Algebra I or Technical Algebra - ***May be concurrent***.

This course is the first in the **PROJECT LEAD THE WAY** sequence. This is a course in which students explore the nature of engineering and the skills fundamental to all engineering fields, as well as the role of quality-assurance and quality control procedures in manufacturing. Emphasis is placed on actual projects and presentations and the use of modern tools (e.g., CAD)

COMPUTER INTEGRATED MANUFACTURING HONORS (PLTW II) (S-o-S) – Single Block; One Term; One Credit; 10^{th} - 12^{th} Grades; Pre-requisites/Requirements: Introduction to Engineering Design and Geometry or Technical Geometry -***May be concurrent***.

This is a course in which students will develop skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increasing complexity. The recommended programming environment is DrScheme, as it permits an emphasis on development of analytic skills rather than any particular language syntax or vocabulary. Emphasis is on actual programming projects, both individual and group. Course content should be repeatedly applied to increasingly complex projects.

ROBOTICS & AUTOMATED SYSTEMS – Single Block; One Term; One Credit; 9^{th} -12^{th} Grades; Pre-requisites/Requirements: Introduction to Engineering Design and Computer Integrated Manufacturing. May take concurrently with Computer Integrated Manufacturing. Instructor approval required for all 9^{th} graders.

Robotics & Automated Systems is an applied course for students who wish to explore how robots and automated systems are used in industry. Building on the content and critical thinking frameworks of Principles of Engineering and Digital Electronics, this course asks students to follow the engineering design process and apply basic programming skills to complete assignments and projects. Upon completion of this course, proficient students will have an understanding of the historical and current uses of robots and automated systems; programmable circuits, interfacing both inputs and outputs; ethical standards for engineering and technology professions; and testing and maintenance of robots and automated systems.

PRINCIPLES OF ENGINEERING HONORS (PLTW III) (S-o-S) - Single Block; One Term; One Credit; 11^{th} – 12^{th} Grades; Prerequisites and /or Requirements: Computer Integrated Manufacturing and Algebra II - ***May be concurrent.***

This is a course in which students explore the nature of engineering and the skills fundamental to all engineering fields, as well as the role of quality assurance and quality control procedures in manufacturing. Emphasis is placed on actual projects and presentations and the use of modern tools (e.g. CAD).

DIGITAL ELECTRONICS HONORS (PLTW IV) (S-o-S) - Single Block; One Term; One Credit; 11th - 12th Grades; Pre-requisites and/or Requirements: Principles of Engineering.

This is a course of study in applied digital logic. Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students will study the application of digital logic and how digital devices are used to control automated equipment. The use of digital circuitry is present in virtually all aspects of our lives and its use is increasing rapidly. This course is similar to a first semester college course and is an important course of study for a student exploring a career in engineering or engineering technology.

ENGINEERING DESIGN AND DEVELOPMENT HONORS (PLTW V) (S-o-S) – Single Block; One Term; One Credit; Designed for 12th Grade; Pre-requisites and/or requirements: Introduction to Engineering Design, Computer Integrated Manufacturing, Principles of Engineering or Digital Electronics.

EDD is the Capstone course for PLTW. This course is a research course that requires students to formulate the solution to an open-ended engineering question. With a community mentor and skills gained in their previous courses, students create written reports on their applications, defend the reports, and submit them to a panel of outside reviewers at the end of the school year. This course covers the full scope of the engineering program and will challenge students as they design, research, and create a working solution to an engineering problem.

CIVIL ENGINEERING AND ARCHITECTURE HONORS (PLTW) (S-o-S) – Single Block; One Term; One Credit; 10th -12th Grades; Pre-requisites/requirements: Computer Integrated Manufacturing and Algebra II. Principles of Engineering is strongly recommended.

Introduces students to the interdependent fields of civil engineering and architecture; students learn project planning, site planning, and architectural building design. This is a project-based class.

ENGLISH

All English classes may require summer reading. Check the CHS website and/or teacher of course.

ACADEMY ENGLISH I - Single Block; Two Semesters; English IA 1st Semester - One Credit; English IB 2nd Semester – One Credit; Pre-requisites and/or Requirements: None. Note: Mature Themes are possible.

During the first semester, reading skills and writing skills will be explored. Students will read novels and other selections to strengthen reading and analytical skills. Paragraph writing and essay writing will be required. MLA standards for research will be emphasized. During the second semester, students will focus on basic principles of grammar, literature, and composition. Based on student work habits and competence level, students may earn honors credit for second semester which will count toward **S-o-S**.

ENGLISH I HONORS (**S-o-S**) – Single Block; One Semester; One Credit; Pre-requisites and/or Requirements: Teacher recommendation. Note: Mature Themes are possible.

This fast paced English course focuses on the study of poetry, plays, novels, and short stories of World Literature. There will be an intense focus on all aspects of writing and research using the MLA format. Language structure and vocabulary are emphasized, as well as both written and oral expression. Students will be expected to utilize organizational skills that will prepare them for honors and advanced courses.

ENGLISH II - Single Block; One Semester; One Credit; Pre-requisites and/or Requirements: English I. Note: Mature Themes are possible.

The elements of fiction are studied through short stories, novels, and drama. The basic principles of grammar and usage are addressed through paragraph writing, journals, and essay writing. Vocabulary study is coordinated with literary selections. Oral presentations are required. Particular emphasis is placed on reading and developing written responses to multi-cultural literature. Writing assignments include essays, introductory literary analysis, research, narrative, and creative writing assignments. Vocabulary study and oral presentations are required.

ENGLISH II HONORS (**S-o-S) -** Single Block; One Semester; One Credit; Pre-requisites and/or Requirements: English I Honors with a Grade of C or higher (or teacher recommendation) Note: Mature Themes are possible.

The study of world literature is continued in this course. Particular emphasis is placed on the elements of fiction through the study of short stories, novels, and drama. Comprehensive vocabulary study is accomplished through use of workbooks and literature selections. Writing assignments include the essay, introductory literary analysis, and narrative writing. Oral presentations are required.

ENGLISH II HONORS ADVANCED (**S-o-S) -** Single Block; One Semester; One Credit; Pre-requisites and/or Req.: Grade B or higher and teacher recommendation in English I Honors. Note: Mature Themes are possible.

This fast paced and demanding course is an introduction to the different types of literature and writings that college-bound students should study. The course is designed to equip students with the basic skills that will enable them to be successful in the junior and senior level advanced placement courses. Particular emphasis is placed on developing written responses to literature from around the world. Writing assignments include essays, literary analysis, research, poetry, narrative, and creative writing assignments. Vocabulary study and oral presentations are required.

ENGLISH III - Single Block; One Semester; One Credit; Pre-requisites and/or Requirements: English I & II. Note: Mature Themes are possible.

This course emphasizes American authors and writings, vocabulary development, and composition writing. Language usage and grammar are taught prescriptively. A research project and oral presentations are required.

ENGLISH III HONORS (**S-o-S) -** Single Block; One Semester; One Credit; Pre-requisites and/or Requirements: English II Honors with a Grade of C or higher (or teacher recommendation) Note: Mature Themes are possible.

American literary classics are studied in this course. A greater emphasis is placed on the study of novels and the development of literary analysis skills. Regular compositions are required of all students, with grammar taught prescriptively. Research papers use MLA formatting.

ENGLISH III HONORS ADVANCED and U.S. HISTORY AP COMBINED (**S-o-S) -** Single Block; Two Semesters; Two Credits; Pre-requisites and/or Requirements: English II Honors Advanced with a grade of B or higher or permission of instructor (teacher recommendation needed) 19 ACT/PLAN Reading required by May of Junior year. Note: Mature Themes are possible.

The English component includes critical thinking, extensive writing, vocabulary assignments, and a research project. Class participants must possess a willingness to read the classics of American literature and write analytically.

The history component is a survey course in U.S. History from discovery to present. This class is a rapid, fast-paced course including analytical skill development, essay writing, and research. Summer reading is required.

ENGLISH IV - Single Block; One Semester; One Credit; 12th Grade; Pre-requisites and/or Requirements: English I, II, and III. Note: Mature Themes are possible.

This course focuses on British Literature and the classics of world literature. Vocabulary development, composition writing, language usage and grammar are taught prescriptively. A research project and oral presentations are required.

ENGLISH IV/COMMUNICATIONS FOR LIFE - Single Block; One Semester; One Credit; 12th Grade; Pre-requisites and/or Requirements: English I, II, III. Mature Themes are possible.

This course is designed to teach English skills in an applied setting. The goal of this course is to transfer improved reading, writing, listening, and speaking skills to personal life and the workplace. Although it is accepted at most four-year colleges, applied communications is designed for the non-college-bound student. Career portfolio and research required.

ENGLISH IV HONORS (**S-o-S) -** Single Block; One Semester; One Credit; Pre-requisites and/or Requirements: English III Honors with a grade of C or higher, Note: Mature Themes are possible.

This course focuses on British literature and the classics of world literature with emphasis on a comprehensive study of grammar through writing. Analytical writing assignments and literary analysis form the backbone of the writing program. Critical thinking skills are exercised, and a research paper is required.

ENGLISH IV AP (**S-o-S) -** Single Block; Two Semesters; Two Credits; Pre-requisites and/or Requirements: English III Advanced Placement with a grade of B or higher, or permission of instructor (teacher recommendation needed), Note: Mature Themes are possible.

This is a course designed for the college bound student. This course is the culmination of the advanced placement studies in English. The emphasis of the first semester is a cultural study of British history and literature. The literary selections covered range from Anglo-Saxon to modern literature. The reading is intensive and class discussions and writing is an integral part of the curriculum. The students will be expected to participate in the corresponding advanced placement exam.

ENGLISH IV DUAL ENROLLMENT (S-o-S) - Single Block; One high school English credit plus six hours of college credit (English Composition I and English Composition II); Pre-requisites and/or Requirements: Student must have (a) a 3.0 grade point average, (b) taken the ACT during his or her Junior year, (c) earned a minimum ACT score of 19 in both English and Reading, with a composite score of 19 or greater, (d) completed an application in the spring, and (e) Students must also pay for their books. In addition, student must pay tuition to Roane State Community College. Students may qualify for a dual enrollment grant to apply toward tuition. Note: Mature Themes are possible. Roane State Community College staff teaches this college-level course.

CREATIVE WRITING - Single Block; One Semester; One Credit; 10^{th} - 12^{th} Grades; Pre-requisites and/or Requirements: None. Note: Mature Themes are possible.

Creative expression is developed through personal narrative, expository writing, poetry, and short stories.

GREEK MYTHOLOGY - Single Block; One Semester; One Credit; 10th-12th Grades; Note: Mature Themes are possible.

Students explore ancient Greek myths and their associations with astronomy, architecture, and the arts. Students also study Homer's Iliad, Virgil's Aeneid, and other heroic epics. A research project and oral presentations are required.

JOURNALISM I (NEWSPAPER) - Single Block, One or Two Semesters; One or Two Credits; 10^{th} – 12^{th} Grades; Pre-requisites and/or Requirements: English I.

This course offers an examination of the various kinds of journalistic writing, photography, layout, and production techniques. Students apply this knowledge in the production and publishing of the school newspaper and literary magazine.

JOURNALISM II (ANNUAL) - Single Block, Two Semesters.; Two Credits; 11^{th} - 12^{th} Grades; Pre-requisites and/or Requirements: 3.5 GPA or higher, application with teacher recommendation.

This course focuses on the elements required to publish a successful yearbook. Emphasis is placed on writing skills, layouts, editorials, feature writing, design, photography, and advertising.

FILM STUDIES - Single Block; One Semester; One Credit; 11^{th} -12^{th} Grades; Pre-requisites/Requirements: None. Note: Mature Themes are possible.

Students will study elements of cinematography and the history of film in America. Films ranging from the era of silent film though the present will be viewed and discussed. During the second half of the course, students will produce two films: one short film that demonstrates understanding of cinematography and a longer narrative based on a student-written screenplay.

FOREIGN LANGUAGE

For entrance into a 4-year college or university, students must earn two credits in the SAME foreign language.

FRENCH I - Single Block; One Semester; One Credit; 9^{th} - 12^{th} Grades; Pre-requisites and/or Requirements: Preference will be given to honors level students.

French I allows students to explore the facets of a foreign language and culture while learning to actively express themselves in the target language through oral and written expression. French I is designed so that students can explore and develop an appreciation for new cultures along with the language as well as see French's place in the world and the state of Tennessee as a viable, usable language option. Students are expected to develop a working knowledge of French, including listening and speaking proficiency, proper grammar and use of basic idioms and reading comprehension. Cultural differences are also addressed. Note: It is recommended, but not required that students earn at least a "C" to go on to French II.

FRENCH II - Single Block; One Semester; One Credit; 9th-12th Grades; Pre-requisite and/or Requirements: Passing grade in French I.

French II is a course designed to further explore the target language with emphasis on reading and writing proficiency. Students in the second year course are no longer exploring the language and culture, but are expected to achieve a level of oral, aural, and writing proficiency that enables them to be successful in university courses. Students will review concepts learned in first year as they develop a more in-depth, working knowledge of French, including listening and speaking proficiency, proper grammar and use of idioms, reading comprehension, and elements of French literature and history. Particular emphasis will also be given to French's place as a viable language option for those living and working in Tennessee.

FRENCH II HONORS (S-o-S) - Single Block; One Semester; One Credit; 10th-12th Grades; Pre-requisite and/or Requirements: A or B in French I or permission from the instructor.

French II is a course designed to further explore the target language with emphasis on verbal, reading and writing proficiency. Students in the second year honors course are no longer exploring the language and culture, but are expected to achieve a level of oral, aural, and writing proficiency that enables them to pursue upper-level placement in or exemption from university language courses. Students are expected to develop a more in-depth, working knowledge of French, including listening and speaking proficiency, proper grammar and use of idioms, reading comprehension as they study various elements of French literature and history in the target language. Particular emphasis will also be given to French's place as a viable language option for those living and working in Tennessee.

FRENCH III HONORS (S-o-S) - Single Block; One Semester; One Credit; 11th - 12th Grades; Pre-requisites and/or Requirements: A or B in French II or IIH.

College bound students are encouraged to take French III/IV Honors in order to prepare for college placement test. Students assimilate grammar, vocabulary, and language skills developed in French II through the study of literature, history, and culture in the target language. Students are expected to participate in class discussions and express ideas in written form through essays. If taken for a fourth year credit, this course also includes comprehension of written and oral French, understanding French culture, and increasing knowledge of French history as it relates to world history. The focus of study is on developing student's speaking ability and written expression in the target language.

GERMAN I - Single Block; One Semester; One Credit; 9th - 12th Grades; Pre-requisites and/or Requirements: Preference will be given to honors level students.

German I allows students to explore the facets of a foreign language and culture while learning to actively express themselves in the target language through oral and written expression. German I is designed so that students can explore and develop an appreciation for new cultures along with the language as well as see German's place in the world and the state of Tennessee as a viable, usable language option. Students are expected to develop a working knowledge of German, including listening and speaking proficiency, proper grammar and use of basic idioms and reading comprehension. Cultural differences are also addressed. Note: It is recommended, but not required that students earn at least a "C" to go on to German II.

GERMAN II - Single Block; One Semester; One Credit; 10th-12th Grades; Pre-requisite and/or Requirements: Passing grade in German I.

German II is a course designed to further explore the target language with emphasis on reading and writing proficiency. Students in the second year course are no longer exploring the language and culture, but are expected to achieve a level of oral, aural, and writing proficiency that enables them to be successful in university courses. Students will review concepts learned in first year as they develop a more in-depth, working knowledge of German, including listening and speaking proficiency, proper grammar and use of idioms, reading comprehension, and elements of German literature and history. Particular emphasis will also be given to German's place as a viable language option for those living and working in Tennessee.

SPANISH I - Single Block; One Semester; One Credit; 9th - 12th Grades; Pre-requisites: None.

This course introduces students to the fundamentals of the Spanish language. Students learn the grammar, vocabulary, pronunciation and the structure of the language. Vocabulary acquisition and the present tense of verbs will be the main focus of Spanish I. Students will develop speaking, listening, reading, and writing skills in Spanish. Spanish will be required to express themselves through writing assignments and speaking activities. They

will also study Hispanic culture and geography and complete projects to present to the class. It is recommended, but not required, that student's earn at least a "C" to go on to Spanish II.

SPANISH II - Single Block; One Semester; One Credit; 10th - 12th Grades; Pre-requisites/Requirements: Spanish I.

Spanish II is a course designed to further explore the target language with emphasis on reading and writing proficiency. Students in the second year course are no longer exploring the language and culture, but are expected to achieve a level of oral, listening, and writing proficiency that enables them to be successful in university courses as well as being able to adequately communicate with native speakers. Students will review concepts learned in first year as they develop a more in-depth, working knowledge of Spanish, including listening and speaking proficiency, proper grammar and use of idioms, and reading comprehension.

SPANISH III/IV HONORS (S-o-S) - Single Block; One Semester; One Credit (Can be taken for up to two credits); 10th - 12th Grades; Pre-requisites and/or Requirements: A or B in Spanish I and II or permission from the instructor.

College bound students are encouraged to take Spanish III/IV Honors in order to prepare for the college placement test and the difficulty of college level Spanish. Students add to their knowledge and skills from Spanish I and II. They will review all verb tenses, learn new tenses and add more complex vocabulary. Students are expected to participate in class discussions and express ideas in written form through essays. Students will complete further study into the culture of Spain and Latin America. The focus will be on the student's ability to communicate and understand Spanish in various formats.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION - Single Block; One Semester; One Credit; 10th - 12th Grades; Pre-requisites and/or Requirements: None

Students participate in team sports and individual fitness.

ADVANCED PRINCIPLES OF ATHLETIC TRAINING & CONDITIONING - Single Block; Two Semesters; One Credit; 10th - 12th Grades; Pre-requisites and/or Requirements: (1) At least a "B+" in Wellness, (2) Must be an athlete involved in a TSSAA sanctioned sport (male or female), (3) By permission of instructor only, (4) Limited to 35 per class.

Basic biomechanical, physiological and kinesiological principles applied to the training of athletes. Each student will demonstrate a mastery of the seven principles of fitness including research in the nutritional requirements in the above mentioned. Each student will have an individualized instruction plan specific to his/her sport. Evaluations will include physical testing, measurements, and written and oral exams.

LIFETIME WELLNESS - Single Block; One Semester; One Credit; 9th Grade; Pre-requisites/Requirements: None

This required course integrates personal health and physical fitness through classroom and PE activities.

TEAM SPORTS/BASEBALL - Single Block; One Semester; One Credit; 10th - 12th Grades; Pre-requisites and/or Requirements: Must be a member of varsity boys' baseball team with a coach available for class.

TEAM SPORTS/BOYS' BASKETBALL- Single Block; One Semester; One Credit; 10th - 12th Grades; Pre-requisites and/or Requirements: Must be a member of varsity boys' basketball team with a coach available for class.

TEAM SPORTS/FOOTBALL- Single Block; One Semester; One Credit; 10th - 12th Grades; Pre-requisites and/or Requirements: Must be a member of varsity football team with a coach available for class.

TEAM SPORTS/GIRLS' BASKETBALL- Single Block; One Semester; One Credit; 10th - 12th Grades; Pre-requisites and/or Requirements: Must be a member of varsity girls' basketball team with a coach available for class.

HEALTH SCIENCE

Health Science Education is an educational program designed to prepare students in grades 9-12 for careers in health care.

The program provides students:

- An academic foundation that includes reading and writing (charts, reports, manuals...); the performance of mathematical operations, such as computations involving weights and measures; and the application of science knowledge, such as biology, chemistry and physics.
- Hands-on experiences in a health care facility. These include job shadowing, clinical internships, cooperative education and other work-based experiences.
- An opportunity to become a certified First Responder.
- An opportunity to become CPR for the health care provider certified.
- Health care mentors who assist with learning opportunities in a health care facility.
- Community involvement with health care partnerships.
- Opportunities for Tech Prep programs to earn college credit while in high school.
- Preparation for employment in new and innovative health care careers.

Dual enrollment opportunities: RSCC
EMT 109 First Responder 3 credits
Medical Terminology 3 credits

State Certification opportunities: First Responder

HEALTH SCIENCE EDUCATION - Single Block; One Semester; One Credit; 9th - 11th Grades. Offered Fall and Spring Semesters. Pre-requisites and/or Requirements: None).

This course is an introduction to broad standards that serve as a foundation for health care occupations and functions across health services. Units included are academics in health care communication systems, legal responsibilities, ethics, teamwork, and safety practices. Health Science is a requirement for any other health care class. Recommended for grades 9th -11th.

MEDICAL THERAPEUTICS - Single Block; One Semester; One Credit; Designed for 10th - 12th Grades. Offered Fall and Spring Semester. Pre-requisites and/or Requirements: Health Science

This course provides knowledge and skills to maintain or change the health status of an individual over time. This could include such careers or career areas as dental, dietetics, medical assistance, home health, nursing, pharmacy, respiratory, social work, nutritionist, physician, psychiatrist, psychologist, veterinarian, gerontology service provider, medical practice owner, and attorney for health care. Recommended for grades 10th -12th.

MEDICAL TERMINOLOGY - Single Block; One Semester; One Credit; Designed for 11th - 12th Grades. Pre-requisites and/or Requirements: Health Science

Medical Terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will use problem-solving techniques to assist in developing an understanding of course concepts. This course is an early morning, dual-enrollment class for 11th -12th grades; students receive 3 credit hours at Roane State Community College and one **high school credit.**

REHABILITATION CAREERS - Single Block; One Semester; One Credit; Designed for 10th - 12th Grades. Pre-requisites and/or Requirements: Health Science

This course will focus on enabling the person to live to the fullest capacity possible. Units will include sports medicine, physical therapy, occupational therapy, speech / language therapy, art, music, dance therapy, and others. Recommended for grades 10th -12th

ANATOMY AND PHYSIOLOGY – Single Block; One Semester, One Credit; Designed for 11th - 12th Grades.

Anatomy and Physiology is a course in which students will examine human anatomy and physical functions. They will analyze descriptive results of abnormal physiology and evaluate clinical consequences. A workable knowledge of medical terminology will be demonstrated. This course may be offered for one unit of science credit if the teacher is endorsed in science or for one unit of career and technical education credit.

EMERGENCY MEDICAL SERVICES - Single Block; One Semester; One Credit. This course is designed for 11th - 12th Grades, Pre-requisites and/or Requirements: An A or B in Health Science, Anatomy and Physiology, and Medical Therapeutics.

Emergency Medical Service (EMS) is designed for students interested in a career in pre-hospital or emergency patient care. Career options may include emergency room physician, emergency medical technician, paramedic, or emergency room nurse. This course may be taught with a state recognized First Responder Instructor to students who will be 17 years of age at the end of the course to qualify for the National First Responder test. The state recognized First Responder Instructor must teach at least 60 hours of the course for your students to qualify for the certification test. This is offered as a dual enrollment class during the normal school day. It is only for grades 11th – 12th. Students will receive 3 credit hours at Roane State Community College. Students may take national certification test at the end of the course to become a first responder if 17 or older at the end of the semester.

CLINICAL INTERNSHIP - One Block; One Semester; One Credit; 12th Grade; Pre-requisites and/or Requirements: 2-3 previous health science classes which may include: health science, medical therapeutics, medical terminology, anatomy/physiology or emergency medical services.

Students may choose to complete a clinical internship after completing two health science courses. The internships should be completed in a hospital, nursing home, rehab center, medical office, or other health care facility. Students must have at least a 90% attendance rate the prior semester to be in clinicals. This class is only open to seniors who have successfully completed other health science courses. The instructor will have the final decision in who may be in the class.

HUMAN STUDIES (PRIOR NAME: FAMILY and CONSUMER SCIENCE)

This program is designed to assist students in developing core knowledge and skills needed for successful life planning and management. Skills learned in this program are human development, family and parenting education, resource management, housing and living environments, nutrition and foods, textiles and apparel, leadership development, and college and career preparation. **It is recommended that students begin by taking Introduction to Human Studies.**

Family, Career and Community Leaders of America (FCCLA), the co-curricular student organization will provide students with opportunities for leadership development, personal growth and school/community involvement in service projects and competitions. Participation is highly recommended for all the following classes.

INTRODUCTION TO HUMAN STUDIES (prior name: FAMILY AND CONSUMER SCIENCE) – Single Block; One Credit; 9th – 12th grades; Pre-requisites/Requirements: None.

This is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, stay-at-home parent or community volunteer. This course covers the history of counseling, career investigation, stress management, mental illness, communication, and the counseling process.

LIFESPAN DEVELOPMENT (prior name: Child and Lifespan Development)- Single Block; 1 Credit; 10th - 12th grades; Pre-requisites: Introduction to Human Studies.

This course builds basic knowledge in human growth and development. The course standards include developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying.

FAMILY STUDIES (NEW) – Single Block; One Credit; 11th - 12th grades; Pre-requisites: Lifespan Development**.**

This is an applied knowledge course that examines the diversity and evolving structure of the modern family. Course standards focus on the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family.

NUTRITION ACROSS THE LIFESPAN (prior name: NUTRITION AND FOODS) – Single Block; One Credit; 10th - 12th grades; Pre-requisites and/or Requirements: Introduction to Human Studies.

This course is for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursing a variety of scientific, health, or culinary arts professions. This course covers human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity.

NUTRITION SCIENCE AND DIET THERAPY – Single Block; One Credit; 11th - 12th grades; Pre-requisites and/or Requirements: Nutrition across the Lifespan

This is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. The course covers the development of a nutrition care plan as part of the overall health care process. Methods for analyzing the nutritional health of a community are explored. Finally, the relationship of diet and nutrition to specific diseases will be researched including the role of diet as a contributor to disease and its role in the prevention and treatment of disease. *This course satisfies one lab credit required for graduation.

FOUNDATIONS OF INTERIOR DESIGN - Single Block; One Credit; 9th – 12th grades; Prerequisites: none.

This is the first course in the *Interior Design* program of study intended to prepare students for careers in residential and commercial interior design. The course covers the elements and the principles of design, sketching techniques in the creation of perspective floor plans, and vocabulary specific to the housing industry. Career exploration of various options within the interior design industry as well as an overview of the history of interior design.

RESIDENTIAL INTERIOR DESIGN Single Block; One Credit; 10th - 12th grades; Prerequisites and/or Requirements: Foundations of Interior Design.

This is the second course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Upon completion of this course, students will be able to use manual drafting tools to create original floor plans, perspective drawings, and color renderings. In addition, students will engage in the development of board presentation techniques for residential spaces using textile samples and three dimensional sketches.

COMMERCIAL INTERIOR DESIGN - Single Block; One Credit; 11th - 12th grades; Prerequisites and/or Requirements: Foundations of Interior Design and Residential Interior Design.

This is the third course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Students will create three-dimensional pictorial representations of objects by way of size, shape, shading, and color. They will develop an understanding of specifications for commercial design, building technology, building codes, product applications, and product testing research and development.

FUNDAMENTALS OF EDUCATION – Single Block; One Credit; 9th – 12th grades; Prerequisites: none

This is a foundational course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

TEACHING AS A PROFESSION I –Single Block; One Credit; 10th – 12th grades. Prerequisites and/or Requirements: Fundamentals of Education.

This is an applied-knowledge course for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students in this course will conduct observations of educators at work and create artifacts for a course portfolio.

MACHINING/MANUFACTURING TECHNOLOGY

Dual enrollment opportunities are available at Tennessee College of Applied Technology at Jacksboro and Harriman.

MACHINING CORE (ACCTC) – Single Block; One Semester; One Credit; 9th-10th Grades only; Pre-requisites and/or Requirements: None.

This course focuses on the essential principles that must be mastered for a person to be effective in manufacturing production work. The course is intended for students more interested in production than engineering. The course covers customers, quality principles and processes, systems, information in the workplace, the business of manufacturing, and statistical process control. This course is contextual by design. It connects what is being learned to the learner's current experience, past knowledge, and future conduct.

MACHINING I (ACCTC) - Double Block; One Semester; Two Credits; Designed for 10th- 11th Grades; Pre-requisites and/or Requirements: Principles of Manufacturing.

This course focuses on the concepts and practices that support careers in manufacturing, industrial maintenance, metrology, automation, industrial design, or industrial support. The course introduces the technology of machining and manufacturing processes. While working as team members, students will apply leadership and organizational skills relating to designing, producing, and maintaining a product. Emphasis is placed on quality control, codes and standards, and production systems. The course is contextual by design. The course connects what is being learned to the learner's current experience, past knowledge, and future conduct. Laboratory exercises provide active and cooperative learning opportunities.

MACHINING II (ACCTC) - Double Block; One Semester; Two Credits; Designed for 11th and 12th Grade; Pre-requisites and/or Requirements: Machining I.

This course is for students interested in entering the workforce or pursing higher education in the manufacturing area. The course requires students to solve problems in a real-world manufacturing context. Problems address critical areas identified by industry and supported by relevant national standards.

This course is structured as a series of simulation units. The simulations require students to identify problems in a manufacturing company based on data supplied in typical management reports. Students work in teams of four to six. Teams test and refine proposed solutions with computer simulations. All teams work on the same problem concurrently. At the end of each unit, students present team findings and recommendations to the class and to a panel of manufacturing industry representatives, which acts as the board of directors.

MATHEMATICS

ACADEMY ALGEBRA - Single Block, Two Semesters; One Credit Academy Algebra (elective credit) 1st Semester; One Credit Algebra I or Algebra I Honors 2nd Semester; 9th Grade; Pre-requisites and /or Requirements: None.

This course enhances the student's ability to solve problems. Students learn to simplify expressions with integers, variables, and polynomials. Students also learn to solve, graph, and write various types of linear, quadratic, exponential, and rational equations and inequalities. A comprehensive assessment is administered at the end of every unit to help determine readiness for subsequent units. The Algebra I End of Course Exam is part of the final grade. Students have the opportunity to earn honors credit which will count toward **S-o-S**. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

ALGEBRA I – Single Block, One Semester; One Credit; 10th- 12th Grades; Pre-requisites: None.

This course enhances the student's ability to solve problems. Students learn to simplify expressions with integers, variables, and polynomials. Students also learn to solve, graph, and write various types of linear, quadratic, exponential, and rational equations and inequalities. The Algebra I End of Course Exam is part of the final grade. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

ALGEBRA I HONORS (S-o-S) - Single Block; One Semester; One Credit; 9th Grade; Pre-requisites and/or Requirements: Teacher Recommendation from 8th grade Algebra.

This course enhances the student's ability to solve problems. Students learn to simplify expressions with integers, variables, and polynomials. Students also learn to solve, graph, and write various types of linear, quadratic, exponential, and rational equations and inequalities. This course places a heavy emphasis on problem-solving and prepares students for further advanced coursework. The Algebra I End of Course Exam is part of the final grade. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

GEOMETRY - Single Block; One Semester; One Credit; 10th – 12th Grades; Pre-requisites and/or Requirements: Algebra I.

This course is designed to explore the basic elements of plane and coordinate Geometry. The application of basic Algebra to Geometry is emphasized. Students learn about the measurement and properties of figures–area, volume, congruency, similarities, and spatial relations–and about trigonometric relationships. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

GEOMETRY CP - Single Block; One Semester; One Credit; 10th Grade; Pre-requisites/Requirements: Algebra I Honors or Teacher Recommendation.

In this college preparatory course, students develop inductive and deductive reasoning skills as they learn the basics of formal proof in Geometry. These basics center on the measurement and properties of figures–their area and volume, congruence and similarities, and position in space–and on basic trigonometric relationships. The application of Algebra to Geometry is emphasized, as is the practical application of the geometric principles. This course prepares students for Algebra II Honors. Students have the opportunity to earn honors credit, which will count toward S-o-S. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

GEOMETRY HONORS (S-o-S) - Single Block; One Semester; One Credit; 9th - 10th Grades; Pre-requisites and/or Requirements: Grade of *A* or *B* in Algebra I H or teacher recommendation.
In this college preparatory course, students develop inductive and deductive reasoning skills as they learn the basics of formal proof in Geometry. These basics center on the measurement and properties of figures–their area and volume, congruence and similarities, and position in space–and on basic trigonometric relationships. The application of Algebra to Geometry is emphasized, as is the practical application of the geometric principles. This course prepares students for Algebra II Honors. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

ALGEBRA II - Single Block; One semester; One Credit; 10th- 12th Grades; Pre-requisites and/or Requirements: Algebra I and Geometry.

Students will gain a deeper understanding of equations and inequalities with emphasis on factoring, solving, and graphing quadratics and polynomial functions. Other topics of study include rational, radical, exponential and logarithmic functions, as well as matrices, trigonometry, probability, statistics, sequences and series. The Algebra II End of Course Exam is part of the final grade. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

ALGEBRA II CP - Single Block; One Semester; One Credit; 10th - 11th Grades; Pre-requisites and/or Requirements: Geometry CP, Geometry Honors or Teacher Recommendation.

In this college preparatory course, students expand their knowledge of linear equations and basic algebraic operations while developing an understanding of matrices, quadratics, functions, logarithmic and exponential equations, and complex numbers, radicals, polynomials, rational functions, probability, sequences, series, and trigonometric functions and their graphs. Emphasis is placed on graphing functions, the use of the graphing calculator, and interpreting graphs. Problem solving and real-life connections are stressed. This course prepares students for Advanced Algebra/Trigonometry or Pre-Calculus. The Algebra II End of Course Exam is part of the final grade. Students have the opportunity to earn honors credit, which will count toward S-o-S. A TI 83 PLUS (or higher) graphing calculator is strongly recommended.

ALGEBRA II HONORS (S-o-S) - Single Block; One Semester; One Credit; 10th - 11th Grades; Pre-requisites and/or Requirements: Grades of *A* or *B* in Algebra I Honors and Geometry Honors or Teacher Recommendation.
In this college preparatory course, students expand their knowledge of linear equations and basic algebraic operations while developing an understanding of matrices, quadratics, functions, logarithmic and exponential equations, and complex numbers, radicals, polynomials, rational functions, probability, sequences, series, and trigonometric functions and their graphs. Emphasis is placed on graphing functions, the use of the graphing calculator, and interpreting graphs. Problem solving and real-life connections are stressed. This course prepares students for Advanced Algebra/Trigonometry or Pre-Calculus. The Algebra II End of Course Exam is part of the final grade. A TI 83 PLUS (or higher) graphing calculator is strongly recommended.

ADVANCED ALGEBRA/TRIGONOMETRY - Single Block; One Semester; One Credit; 11th - 12th Grades; Pre-requisites and/or Requirements: Algebra II and, for seniors, an ACT subscore of 19 or higher in Math.

The purpose of this course is to give students a review of Algebra II and expand their knowledge of polynomial functions, rational functions, and exponential and logarithmic functions. Students will also study analytical geometry and trigonometry. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

PRE-CALCULUS HONORS (S-o-S) - Single Block; One Semester; One Credit; 11th - 12th Grades; Pre-requisites and/or Requirements: Advanced Algebra/Trigonometry or Grade of A or B in Algebra II Honors and, for seniors, an ACT subscore of 19 or higher in Math.
The purpose of this course is to give students an accelerated review of Algebra II, and a more detailed knowledge of vectors, linear systems, sequences, series, polynomial functions, rational functions, analytic trigonometry, exponential and logarithmic functions. Students study analytical geometry and the concepts of limits and continuity. The use of graphing calculators is heavily stressed. This course prepares students for Calculus. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

BRIDGE MATH - Single Block; One Semester; One Credit; 12th Grade; Pre-requisites and/or Requirements: Algebra II and an ACT sub score of 18 or less in Math.

In this course, students use the SAILS (Seamless Alignment and Integrated Learning Support) online program to increase their knowledge of algebraic and geometric concepts in preparation for postsecondary mathematics courses. Students who successfully complete the program are ready to take a college level math course without having to spend time or money on a remedial class first. Additionally, students who complete the program in the fall are eligible for TN Lottery funds for spring Dual Enrollment math classes. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

DUAL ENROLLMENT STATISTICS - Single Block; One Semester; One Credit; 12th Grade; Pre-requisites and/or Requirements: Algebra II and an ACT subscore of 19 or higher in both Reading and Math.

This course offers students an introduction to non-Calculus based probability and statistics. Topics covered include sampling, frequency distribution, elementary probability, hypotheses testing, linear regression and correlation, analysis of variance, and non-parametric statistics. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

STATISTICS HONORS (S-o-S) - Single Block; One Semester; One Credit; 12th Grade; Pre-requisites and/or Requirements: Algebra II and an ACT sub score of 19 or higher in Math.

In this college preparatory course, students will develop inductive and deductive reasoning skills as they learn the basics of statistics. These basics will center around concepts of standard deviation, simple and complex probabilities, and analysis of real world situations and using data sets. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

CALCULUS HONORS (S-o-S)- Single Block; One Semester; One Credit; 12th Grade; Pre-requisites and/or Requirements: Pre-Calculus and an ACT subscore of 19 or higher in Math.

In this college preparatory course, students develop the calculus concepts of differentiation and integration of a single variable. The application of Calculus concepts is stressed through problems using related rates, rates of change, volume, and business and scientific principles. A three-pronged approach to problem solving is emphasized using numerical, graphical, and analytic analysis. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

ADVANCED PLACEMENT CALCULUS (S-o-S)- Single Block; One Semester; One Credit; 12th Grade; Pre-requisites and/or Requirements: Calculus Honors.

This course is concerned with developing the students understanding of the concepts of differential and integral single variable calculus providing experience with its methods and applications. The course emphasizes a multipresentational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The course represents a college-level mathematics for which most colleges grant advanced placement and/or credit. The students will be expected to participate in the corresponding advanced placement exam. A TI 83 Plus (or higher) graphing calculator is strongly recommended.

MISCELLANEOUS COURSE OFFERINGS

ORGANIZATIONAL LEADERSHIP and COMMUNICATIONS as a part of YOUTH LEADERSHIP ANDERSON COUNTY (YLAC) - Single Block; One Semester; One Credit; 10th - 12th Grades.

This course is demanding and includes skill development to become better leaders, team and confidence building activities. Students will learn about the attributes and skills of successful leaders, organizational behavior, communication, management, and leadership topics. Students will participate in activities in the development of communication and interpersonal skills transferrable to business applications. Dual enrollment is available, see the instructor for details. This course has an option to participate in YOUTH LEADERSHIP ANDERSON COUNTY (YLAC) - Requirements: For YLAC participants: Completed application (available from Counseling), Accepted by the YLAC Board, and a $50 Fee. Participation includes field trips to various businesses and agencies. This is a shared endeavor with ACHS and is sponsored by the Anderson County Chamber of Commerce.

PEER BUDDY – Single Block; One Semester; One to Two Credits; 11th and 12th Grades; Pre-requisites and/or Requirements: Application and Interview. Eight applicants selected each year.

Peer buddies are paired with a Special Education student from the Comprehensive Development Class. Peer Buddies spend one block with a CDC student each day, working on a program to be developed by the CDC teacher and the regular program student. Appropriate for students with an interest in working with special needs students.

SCIENCE

Note: for *all Science Honors Courses* Students are expected to meet advanced performance standards which require advanced skills. The curriculum is fast-paced and in-depth with rigorous expectations.

AGRISCIENCE - Single Block; One Semester; One Credit; 9th - 12th Grades; Requirements: All freshmen agriculture students need to have this class prior to taking the other classes offered in the department.

Agriscience is a laboratory science course that prepares students for biology, subsequent science courses and postsecondary pursuits. The content area includes ecology, biological processes, sexual and asexual reproduction and a study of the chemical and physical laws that govern life processes. This course helps students understand the important role agricultural science serves as industry moves into the 21st century.

PHYSICAL SCIENCE - Single Block; One Semester.; One Credit; 9th grade; Pre-requisites and/or requirements: none.

Physical science is an introductory course in chemistry and physics. The basic concepts of matter, energy, composition of substances, and the laws of motion are developed along with their relationship to our everyday lives. Focusing on problem solving and hands-on laboratory activities develops course content.

BIOLOGY I HONORS (S-o-S) - Single Block; One Semester; One Credit; 9th Grade; Pre-requisites and/or Requirements: Science teacher's recommendation and review of middle school TCAP and Explore scores.

This course helps students develop an appreciation and comprehensive understanding of diversity and unity in the living world. Students will conduct lab investigations that will promote and improve their problem solving skills. Students will work at several biological levels with broad emphasis on themes throughout.

ENVIRONMENTAL SCIENCE– One Semester; One Credit; 10th Grade; Pre-requisites and/or Requirements: None.

Environmental Science is a laboratory science course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. Embedded standards for Inquiry and Technology & Engineering are taught in the context of the content standards for Earth Systems, The Living World, Human Population, Water and Land Resources, Energy Resources and Consumption, Pollution and Waste Production, Global Change and Civic Responsibility.

ECOLOGY - Single Block; One Semester; One Credit; 10th- 12th Grades; Pre-requisites: Biology I.

This activity-based course is designed to develop an understanding of factors underlying environmental issues. This course will provide the student a framework of knowledge into which they can readily integrate additional information for a lifetime of learning. Topics covered will include finite natural resource use and development, natural ecosystems, population, statistics, environmental degradation, pollution, economic values, and conservation issues.

CHEMISTRY I HONORS (S-o-S)- Single Block; One Semester; One Credit; 10-11th Grades; Pre-requisites and/or Requirements: Algebra I, Biology I, and at least a "B" in all previous math and science courses or permission of instructor.

This course investigates the study of matter, its structure, properties, and composition. It is also the study of changes that matter undergoes. Many laboratory experiments and demonstrations are performed so that the student may learn by seeing, doing, and thinking. The course is rigorous enough to provide a challenge and sufficient background for those going to college or a technical career. The course is designed to provide an understanding of the material (matter) world around us, including the delicate balance between industry and the environment.

PHYSICS I HONORS (S-o-S) - Single Block; One Semester; One Credit; 10-11th Grades; Pre-requisites and/or Requirements: Algebra II (grade of A or B), Biology I or teacher recommendation.

Physics is a college preparatory course that provides a balance between theory and practical application of physics principles. Hands-on lab experiences are emphasized. Units studied include velocity, acceleration, forces, vectors, motion in two dimensions, universal gravitation, momentum and work.

BIOLOGY FOR TECHNOLOGY - Single Block, One Semester, One Credit, 11th Grade; Pre-requisites: None.

This course is designed primarily for the career technical student. It is organized to give the student a wide range of study in many biological areas including disease and wellness, animal life processes, plant growth and reproduction and microorganisms. This class incorporates labs and many hands-on activities in each unit.

BIOLOGY I - Single Block; One Semester; One Credit; 11th Grade; Pre-requisites and/or Requirements: None.

This course helps students develop an appreciation and understanding of diversity and unity in the living world. Students will conduct lab investigations that will promote and improve their problem solving skills. Students will work at several biological levels with an emphasis on human biology and our impact on ecosystems.

ANATOMY and PHYSIOLOGY HONORS (S-o-S)- Single Block; One Semester; One Credit; 11th - 12th Grades; Pre-requisites and/or Requirements: Biology I.

Anatomy and Physiology Honors is a *laboratory science course* that includes of an in-depth study of the body systems that maintain homeostasis from anatomical, physiological, and histological perspectives. Students explore anatomical and physiological concepts through an inquiry-based approach. Embedded standards for Inquiry and Technology & Engineering are taught in the context of the content standards for Anatomical Orientation, Protection, Support, and Movement, Integration and Regulation, Transportation, Absorption and Excretion, and Reproduction, Growth and Development.

ENVIRONMENTAL SCIENCE HONORS/DUAL ENROLLMENT (S-o-S) – One Semester; One Credit; 11th - 12th Grades; Pre-requisites and/or Requirements: English II Honors (grade of A, B or C); Biology I and Chemistry.

This course involves the application of ecological principles to understanding current and historical environmental issues from the perspectives of science, economics, and public policy making.. Students will conduct both literature and field research as part of the curriculum. Note: Students who have at least a 3.0 GPA and a 19 composite score on the ACT by June of their Junior year may qualify to take the course for Dual Enrollment (three hours Environmental Science credit at Roane State Community College).

CHEMISTRY I - Single Block; One Semester; One Credit; 12th Grade; Pre-requisites and/or Requirements: Algebra I and Biology I.

This course investigates the study of matter, its structure, properties, and composition. It is also the study of changes that matter undergoes. Many laboratory experiments and demonstrations are performed so that the student may learn by seeing, doing, and thinking. The course is general enough to provide an understanding of the material (matter) world around us, including the delicate balance between industry and the environment.

CHEMISTRY II HONORS (S-o-S) - Single Block; One Credit; 12th Grade; Pre-requisites and/or Requirements: Chemistry I and Algebra II, grade of A or B in all previous math and science courses **OR** instructor permission.

This course is a second year course that presents students with the material not covered in Chemistry I. A college text is used in addition to the high school text and numerous laboratory experiments from college lab manuals are performed. The goal is to prepare students to be successful in college chemistry or allow them to be placed in an advanced level class. The material covered in this course is challenging and requires higher-level math skills, self-discipline, and motivation. Major topics covered include thermodynamics, equilibrium, acid-base chemistry, electrochemistry, and nuclear and organic chemistry.

PHYSICS - Single Block; One Semester; One Credit; 12th Grade; Pre-requisites/requirements: Algebra I and Biology I.

This course provides a balance between theory and practical application of physics principles. Hands-on lab experiences are emphasized. Units studied include velocity, acceleration, forces, vectors, motion in two dimensions, universal gravitation, momentum and work.

BIOLOGY II AP (S-o-S) - Single Block; Two Semesters; Two Credits; 12th Grade; Pre-requisites: Biology I, Chemistry I **OR** instructor permission.

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The goal of this course is to provide students with the framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Daily lectures and laboratory experiences are a central part of this course. There are approximately 30 (12 mandatory) labs with one-fourth of the nine weeks grade being derived from lab work. The students will be expected to participate in the corresponding advanced placement exam.

SOCIAL STUDIES

PSYCHOLOGY/SOCIOLOGY FOR FRESHMEN - Single Block; One Semester; One Credit; 9th Grade; Pre-requisites: None.

Are you a freshman who would like to understand yourself and others better? This is the class for you! This is a high energy creative course that will allow students to examine the behavior of individuals and groups through projects, presentations, research, writing, art and drama. Special emphasis on areas related to human development, personality, intelligence, and psychological disorders.

ANCIENT HISTORY- Single Block; One Semester; One Credit; 9th-12th Grades; Pre-requisites: None.

This class is designed to allow students to examine the major periods of Ancient History from prehistoric times to 1500 AD/CE. Major emphasis will be given to the Neolithic Revolution, the development of river valley civilizations, the rise of Greece and Rome, and the decline and fall of the Roman Empire.

WORLD GEOGRAPHY - Single Block; One Semester; One Credit; 9th - 10th Grades; Pre-requisites: None

Why do terrorists attack different parts of the globe? Why are some people poorer than others? Why do wars happen and why do they happen where they do? What does soccer and Facebook have to do with poverty around the world? These are the types of questions that are asked in World Geography. We will look through the lens of historical, thematic, and physical geography for us to understand why the world is the way it is…

WORLD GEOGRAPHY HONORS (S-o-S) – Single Block; One Semester; One Credit; 9th-10th Grades; Pre-requisites and/or Requirements: None

Why do terrorists attack different parts of the globe? Why are some people poorer than others? Why do wars happen and why do they happen where they do? What does soccer and Facebook have to do with poverty around the world? These are the types of questions that are asked in World Geography. We will look through the lens of historical, thematic, and physical geography for us to understand why the world is the way it is…This course is much more demanding than a regular Geography class and is more portfolio based. **Freshmen are given priority in enrollment.**

HUMAN GEOGRAPHY AP（S-o-S）– Single Block; One Semester; One Credit; 10th – 12th Grades; Pre-requisites and/or Requirements: at least a "B" Average in World Geography or World History and signature from a previous social studies or English teacher.

AP Human Geography introduces students to the scope and excitement of human geography and its relevance to their daily lives. This course looks beyond the physical aspects of geography and links the relationship between the physical and cultural world and its development over time. It is a systematic study of the patterns and processes that have shaped human understanding, use, and alterations of Earth's surface. Students learn to analyze the interactions between the earth and the people who live on it, including the cultural and environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

MILITARY HISTORY - Single Block; One Semester; One Credit; 10th -12th Grades; Pre-requisites: None.

Examine the role of the military and conflict on both the ancient and modern world. Students will research and analyze the strategic, technological, cultural, and political influence of warfare on human history and the development of civilizations from Ancient Greece to the war in Afghanistan. Additionally, this course will debate the many reasons why Military History is the most common theme of modern popular history.

WORLD HISTORY - Single Block; One Semester; One Credit; 10th Grade; Pre-requisites and/or Requirements: At least a B in English I or English instructor approval.

This course is a study of World History covering pre-history and the beginnings of civilization through the first half of the twentieth century. Emphasis is placed on the history and development of western civilization, highlighting its cultural, political, and social institutions.

WORLD HISTORY HONORS ADVANCED(S-o-S)- - Single Block; One Semester; One Credit; 10th Grade; Pre-requisites and/or Requirements: None.

A one-unit survey course of the development of western civilization from prehistoric man to the present. This course is taught at a more advanced level than World History, focusing on additional reading and analysis of primary source materials and more document-based writing. This course is designed to be part of the Advanced Placement coursework. Students are recommended for this course based on middle school standardized test scores and other means.

PSYCHOLOGY/SOCIOLOGY - Single Block; One Semester; One Credit; 11th and 12th Grades; Pre-requisites and/or Requirements: None.

Psychology is the study of human development, mental processes, behavior, personalities, mental health, and mental disorders. This class is designed to help individuals understand themselves and others. *Sociology* is the study of humans and their activities in groups. Students focus on social structures, cultural and social change, and social problems.

U.S. HISTORY - Single Block; One Semester; One Credit; 11th Grade; Pre-requisites and/or Requirements: None.

U.S. History is a survey course that presents America's history, beginning with reconstruction and continuing until the present. Social change, the struggle for political and economic opportunity, and problems faced in dealing with foreign countries are examples of topics studied. Lecture, class discussion, and audiovisual materials supplement the text. **Required for graduation**

U.S. HISTORY HONORS (S-o-S) – Single Block; One Semester; One Credit; 11th Grade; Pre-requisites and/or requirements: None.

Students must take and pass EOC exam at the end of the course. EOC counts 20-25% of final grade. U.S. History is a survey course that presents America's history, beginning in the colonial period and continuing to the present. Social change, the struggle for political and economic opportunity, and problems faced in dealing with foreign countries are examples of topics studied. Lecture, class discussion, and audiovisual materials supplement the text. **An End of Course Exam is required for this course.**

U.S. HISTORY AP and ENGLISH III HONORS ADVANCED (S-o-S) - Single Block; Two Semesters; Two Credits (one in U.S. History and one in junior English); 11th Grade; Pre-requisites and/or Requirements: Recommendation from Sophomore English teacher. 19 ACT/Plan Reading required by May of junior year.

The history component is a survey course in U.S. History from discovery to present. This class is a rapid, fast-paced course including analytical skill development, essay writing, and research. Summer reading is required.

The English component includes critical thinking, extensive writing, vocabulary assignments, and a research project. Class participants must possess a willingness to read the classics of American literature and write analytically.

GOVERNMENT/ECONOMICS - Single Block; One Semester; One Credit; 12th Grade; Pre-requisites and/or Requirements: None.

U.S. Government, the study of government on the local, state, and national levels, prepares students for participation in the American political process. Emphasis is placed on the duties and functions of the legislative, executive, and judicial branches of government. *Economics* not only helps students understand the history, development, and operation of the free enterprise system but also helps them explore their role in the American economy. Economic theory and practice is emphasized. Current events also are an important aspect of this class.

AMERICAN GOVERNMENT HONORS/ECONOMICS HONORS (S-o-S) - Single Block; One Semester; One Credit; 12th Grade; Pre-requisites and/or Requirements: None.

A course designed for college bound students that will be exciting and challenging. The focus for American Government will be a philosophical study of American government with emphasis on Supreme Court cases and current events. Particular focus is paid to application and debate of government philosophy in light of current applications. In economics, Micro and Macroeconomic principles will be explored as well as contemporary economic issues. Students will practice writing, reading and debate skills throughout the course as they develop their economic vocabulary and gain an understanding of the economic behavior of consumers, business and government in our global market.

SPECIAL EDUCATION

RESOURCE ENGLISH/MATH - Single Block; One Semester; One Credit Per Semester; 9th- 12th Grades; Pre-requisites and/or Requirements: None.

These single semester classes are designed for those students who lack the skills necessary to succeed in the general curriculum. They will focus on the skill sets that will allow the student to be included in regular math and English courses.

LIFE SKILLS CDC—Single Block; One Semester; One Credit per semester. Placement determined by IEP.

This class includes functional academics in the areas of math and language arts. Living skills are included as well. Components include community activities and experiences.

WORK SKILLS 1 AND 2 – Single Block; Two Semesters; One Credit Per Semester; 9th – 12th Grades; Pre-requisites and/or Requirements: Placement by IEP only.

This class provides instruction in social, behavioral, and self-advocacy skills; beginning career exploration planning and organizational skills; money management. An in-school work experience, supervised by the classroom teacher, is a part of the class. In addition, students will be exposed to community resources.

TRANSITION – Single Block; One Semester; Multiple Credits; 11th – 12th Grades; Pre-requisites and/or Requirements: Placed by IEP only.

This class is a WBL for Special Education students who are usually juniors or seniors. Students will get their own jobs and provide their own transportation prior to placement. Placement is based upon IEP decision, with the WBL Transition teacher's approval of the specific job. One credit per semester per block.

WORK-BASED LEARNING CDC – Single Block; One Semester; One to Two Credits; 12th Grade; Pre-requisites and/or Requirements: Placed by IEP only; must qualify for Vocational Rehabilitation assistance; limited to five students county-wide.

This is a community-based training class for Special Education students who are Vocational Rehabilitation clients during their senior year. Students will participate in daily job skill training at a job site with the assistance of a job coach. This is unpaid training with transportation provided by the school system. Students will also participate in classes to assist them to develop the skills needed to get and keep a job and access community resources. Selection for this class is based upon qualification to receive Vocational Rehabilitation assistance and IEP decision. Some Vocational Rehabilitation student clients will participate in Work Adjustment Training at Goodwill Industries.

WELDING

WELDING CORE (INTRODUCTION TO WELDING) (ACCTC) – Single Block; One Term; One Credit; 9th – 10th Grades; Pre-requisites and/or Requirements: None.

Introduction to Welding is a course in which students will learn basic skills and knowledge related to cutting and welding applications. Course content includes safe practices, career research, leadership development, and basic arc welding and thermal cutting skills. Combined with the second and third year's courses, the student should be prepared for Entry Level Welder Certification, as defined by American Welding Society QC10. This course is a great addition to students interested in Welding, Construction, or Manufacturing.

WELDING I (PRINCIPLES OF WELDING) (ACCTC) – Double Block; One Semester; Two Credits; 10th – 12th Grades; Pre-requisites and/or Requirements: Welding Core (Intro to Welding) OR Principles of Machining.

Students will learn basic skills and knowledge related to cutting and welding applications. Welding and cutting skills will be developed in the context of a series of projects. Combined with the second year course, Welding Applications, the students should be prepared for Entry Level Certification, as defined by American Welding Society (AWS) QC10.

WELDING II (ADVANCED WELDING APPLICATIONS) (ACCTC) - Double Block; One Semester; Two Credits; 11th - 12th Grades; Pre-requisites and/or Requirements: Welding I (Principles of Welding); Algebra I is highly recommended..

This course is designed to follow Principles of Welding, in which students will learn more advanced techniques and skills related to cutting and welding applications, particularly as they relate to stainless steel and aluminum. Welding and cutting skills will be developed in the context of a series of projects. Following the completion of this course, the student should be prepared for Entry Level Welding Certification, as defined by American Welding Society QC10.

WORK BASED LEARNING

WORK BASED LEARNING - Single Block; Maximum of Two Terms, OR Double Block, One Term; Maximum of Two Credits; Designed for 12th Grade; Pre-requisites and/or Requirements: (a) Completion of 2-4 credits in a CTE focus area or Program of Study (b) a minimum score of 18 on the ACT, (c) a minimum 2.75 GPA (d) have a completed WBL Intent To Participate Form on file (e) have the approval of related class instructor and WBL Coordinator for the POS.

IMPORTANT INFORMATION ABOUT WORK BASED LEARNING (CO-OP)

PLAN AHEAD - If you want to participate in WBL during your senior year, you must have completed a CTE focus area or Program of Study (POS) in one of the following programs:

- **Agriculture, Food & Natural Resources**
- **Architecture & Construction**
- **Business Mgmt & Admin**
- **Education & Training**
- **Finance**
- **Health Science**
- **Human Services**
- **Law, Public Safety, Corrections & Security**
- **Manufacturing**
- **STEM**
- **Transportation & Distribution**

- **WBL Options** -- Registered Apprenticeships, Internships, Health Science Clinicals, Cooperative Education, School Based Enterprise, Service Learning, Transition-Paid, Transition-Non-Paid. Check with your counselor or Focus Area/Program of Study Instructor to see which WBL Option is the best fit for you.
- **Work on your EMPLOYABILITY –** The WBL coordinator will review your attendance and discipline records. Only students who represent our school well will be approved for WBL opportunities during their Senior year. Employers need people who are dependable (attendance records), who get along with others (self-discipline) and are responsible.
- **During Registration for your senior year --** Talk to your counselor!! Determine **IF** you have the Career and Technical courses needed in your focus area/POS and meet other graduation requirements.
- **Other Requirements** – Students must have a 2.75 GPA, an 18 on ACT and instructor's approval. Students who do not meet requirements to co-op in the fall may take the ACT through the October testing and re-apply no later than November 30th.
- **Credit –** Students can only earn 2 WBL credits toward their graduation requirements.

- **CTE Teacher Input** - Talk to the CTE teacher in the focus area (see above) through which you want to work. The teacher will consider the following before recommending you to apply for WBL:
  - What is this student's competency level?
  - How was this student's attendance?
  - How well did this student interact with other students in the class?
  - Did the student accept responsibility for his/her action/inaction in a positive manner?
  - Will this student represent the CHS WBL program in a positive way?

- **Deadline for Submission of Intent to Participate Form: Fall - April 30th or Spring – November 30th**
  - Students who submit an application on time will be considered first for WBL.
  - Students who meet the deadline will be given TOP PRIORITY in being considered for the class. Not every student who qualifies may be able to participate in WBL. Classes CANNOT be overloaded for a student who wants to work.

- **The Job –** IT IS YOUR RESPONSIBILITY TO FIND YOUR OWN JOB. You must have a job secured before the semester you are scheduled for WBL. If you need assistance, contact your WBL coordinator prior to beginning the semester.

Important Note – The WBL coordinator must give his/her final approval before any student will be allowed to participate in WBL. This is to insure compliance with State law.

WORK-BASED LEARNING (WBL)
INTENT TO PARTICIPATE FORM

Follow the steps below to request approval for WBL:

1. **Initiate your application** by having your counselor complete the information concerning your Graduation and Schedule Requirements, Attendance, GPA, ACT and Discipline, and sign-off on your application.
2. **Complete your application** by providing the required information as requested.
3. **Sign your application** and make sure you have your parent/guardian signature and the signature of the related course instructor.
4. Get the signature of the WBL Coordinator of your Program of Study.
5. **Return your approved application** to your counselor by April 30th

Additional Notes:

- Submit completed Intent to Participate Form with all required signatures to your counselor prior to April 30th so that the counselor will have your information for registration. (Applications received late will only be considered if slots are available after first round placement is completed.)
- Submit additional forms required by the related class instructor or WBL Coordinator by the deadlines.
- Confirm job placement with your WBL Coordinator prior to the first day of the semester in which you will participate in a work-based learning experience.
- There may be a limited number of WBL positions available for 2nd semester. Students that did not meet requirements for Fall Semester may apply for WBL during the Spring Semester by November 30th.

Student's Full Name _____ Date of Birth _____

Present Address_____

Student Home Phone _____ Student Cell Phone _____

Parent/Guardian Name _____ Parent Phone _____

PROGRAM OF STUDY/FOCUS AREA: _____

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

_____

_____

_____

_____

_____

CTE Instructor Signature: _____ *Date:* _____
Career and Technical Instructor – Program of Study

Student Signature: _____ *Date:* _____

Parent Signature: _____ *Date:* _____

Once you have completed the information above, submit this form to the WBL Coordinator.

Do not complete any information below. This is for Office Use Only

Grad/Sched Req:_____ Attendance: _____ GPA: _____ ACT: _____ Discipline Events: [ ] Attached [ ] None

Counselor's Signature: _____Date _____

APPROVED [ ] DENIED [ ] WBL Coordinator's Signature_____ Date _____

Pre-Registration Worksheet 2014-2015

Name_____ Grade 2014-2015_____

9th Grade	**11th Grade**
All 9th Graders **MUST** take English, Math, Science, Social Studies, and Wellness or ROTC	All 11th Graders **MUST** take English, Math, Science, US History
10th Grade	**12th Grade**
All 10th Graders **MUST** take English, Math, Science, and Social Studies	All 12th Graders **MUST** take English, Math, and Econ/Gov't

Program of Study_____

CHECK OFF THE COURSES YOU HAVE SUCCESSFULLY COMPLETED (OR ARE PASSING AT THIS TIME)

__ English I __ English II __ English III __ English IV	__World Hist or World Geog __U.S. History __Economics (1/2) __Government (1/2)	**Program of Study Courses:** 1. _____ 2. _____ 3. _____
__ Algebra I __ Geometry __ Algebra II __ Higher Math	__ Fine Art (Art, Band, Choir, Hist of Rock, Theater, Guard) __ Foreign Language __ Foreign Language	**Plans After High School:** __ 4 yr college __ 2 yr college __ Vocational/Technical School __ Work
__ Biology I __ Chemistry or Physics __ Additional Science	__ Wellness __ PE (1/2) __ Personal Finance	In limited circumstances where students are not planning to attend a 4 year university after graduation, students may opt out of the Foreign Language and Fine Arts requirement. Please see your counselor for more details.

You MUST Choose 8 Courses and 4 Alternates

Top 8 Course Requests
1.
2.
3.
4.
5.
6.
7.
8.
Alternate Courses (in case your elective choices are full)
1.
2.
3.
4.
Carefully select alternate courses based on your Program of Study and areas of personal interest. If your top elective choices cannot be worked into your schedule, every effort will be made to assign an alternate course from this list.

You MUST bring this completed form to your advisory to complete the registration process!

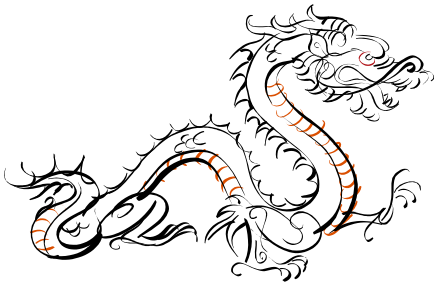
Notes/Questions for Counselor

Clinton High School's Mission Statement

Committed to **H**igh **S**tandards

The Clinton High School community fosters a commitment to high standards at all T.I.M.E.S.

(Teach, Inspire, Motivate, Empower, Support)



"The greater danger for most of us
lies not in setting our aim too high and falling short;
but in setting our aim too low, and achieving our mark."

Michelangelo Buonarroti