

Program of Studies 2008-2009

Franklin High School

810 Hillsboro Road

Franklin, TN 37064

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WEB SITE: www.wcs.edu/fhs

CEEB Code #430-705 (for AP, SAT, and ACT Testing)

Administration:

Willie Dickerson	Executive Principal	
Todd Campbell	Assistant Principal	9 th Grade
Pamela Lankford	Assistant Principal	10 th Grade
Lilly Leffler	Assistant Principal	11 th Grade
Christian Niemeyer	Assistant Principal	12 th Grade
Beth Towery	Receptionist	Front Office
Helen Gatlin	Administrative Assistant	Front Office
Rachel Bond	Attendance Admin. Assistant	Student Services
Karen Burchett	Attendance Admin. Assistant	Student Services

Counseling Center (Phone 472-4456):

Vicki Crowell	Counselor	A – Co
Gwen Parks	Counselor	Cp – Ha
Angela Sawyers	Counselor	Hb – Mc
Susan Womack	Counselor	Md – Se
Leticia Varela	Counselor	Sf – Z
Kristen Slaughter	Counselor	Intervention Specialist
Barbara Moss	Registrar	
Janice Brandt	Administrative Assistant	Counseling Center

Department Chairs:

Melissa Estes	Career and Technology
Stephen Womack	English
Kelly Scheetz	Foreign Language
Michele Rook	Fine Arts, Library, and Network
Gwen Parks	Guidance
Susan Jordan	Mathematics
Debra Mace	Science
Steven Pantall	Social Studies
Ann Stavros	Special Education
Kathy Caudill	Wellness and JROTC

Class Structure:

Franklin High School follows the semester system with 4 nine-week grading periods. Class periods are 48 minutes with 8 periods per day in a normal day (6th period for Lunch). The school year has 180 days.

PROGRAM OF STUDIES 2008-2009

Philosophy

The mission of Franklin High School is to foster academic and personal excellence through implementation of our beliefs. To this end, we join with the home and community to cultivate measureable skills, attitudes, and talents that will prepare our graduates to be successful in higher education and careers within today's global society.

The vision of Franklin High School is to foster student engagement, inspire academic success, accommodate diversity, practice community involvement, and maintain time-honored values and traditions as the oldest high school in Williamson County.

Franklin High School believes that all students can learn; that students are individuals with unique physical, social, emotional and intellectual needs; that students should take responsibility for their learning and behavior; that students benefit from a variety of instructional approaches; that classroom instruction relates curriculum to real-world experiences; that student success is celebrated through diverse academic and extra-curricular activities; that an effective school combines the efforts of administrators, students, faculty, staff, parents, and the community to develop policy and make important decisions; that student achievement and understanding is measured through a variety of assessments, and that every student has a right to attend school with a safe environment and an atmosphere conducive to learning.

Purpose

The Program of Studies assists students, their parents, and the school in putting together the academic component of their education in the context of four years. Whether the University Preparatory Curriculum, the Technical Preparatory Curriculum or the Dual Preparatory Curriculum is chosen, the information found here reflects the most recent policies and graduation requirements, along with the most up-to-date information on available courses and departmental policies.

Using this Guide

Franklin High School requires all students to develop four-year plans that will prepare them for employment or for post-secondary training in either a college or university or technical school. Each student will meet with his or her school Counselor in the spring semester to sketch a tentative four-year sequence and register for the fall semester. Prior to the scheduling conference, students should complete the worksheet on page 16 of this booklet.

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THE REGISTRATION PROCESS

Registration Process for Rising 9th Grade Students

1. On February 21 at 6:30 p.m., the evening orientation session for the parents of rising 9th grade students will be held in the Auditorium at Franklin High School.
2. The middle schools will contact parents for times and dates of registration at those schools.
3. March 3 - 4 between 7:30 a.m. and 2:30 p.m., FHS counselors will meet at Freedom Middle with Freedom Middle students and parents to register course requests.
4. March 6 between 11:55 a.m. and 2:40 p.m., FHS counselors will meet at Poplar Grove with Poplar Grove students and parents to register course requests.
5. March 6 between 7:30 a.m. and 2:30 p.m., FHS counselors will meet at Hillsboro Middle with 8th grade students and their parents to register course requests.
6. March 10 through March 12 between 7:30 a.m. and 2:30 p.m., the FHS counselors will meet at Grassland Middle with 8th grade students and their parents to register course requests.
7. March 13, a late session for all 8th graders who have not registered will occur between 3:00 and 6:00 p.m. at Franklin High.
8. A printed sheet of each student's course requests will be mailed late in May.

Registration Process for Rising 10th, 11th, and 12th Grade Students

1. **Information:** In January and February during English classes, counselors will hand out materials and talk to students about their courses and the new offerings in the school.
2. **Thinking:** After these meetings in the English classes, students have a day or two to talk to their teachers and their parents about what courses they should take next year.
3. **Decision:** Students fill out the registration form and take it home for a parent to sign. Students also obtain teacher signatures to recommend higher courses chosen. Counselors then meet individually with each student to complete the student's requests for courses next year. Students must bring all signed forms to this meeting. Four-year plans are revised if necessary. At this point counselors hold on to all registration forms. Students who do not return signed registration forms may not receive their course requests.
4. **Mailing Day:** On April 20, each student's course requests will be mailed home with his/her 4th Quarter Progress Grades.
5. **Confirmation:** Late in May, students will receive confirmation of requested courses. At this time, students have their final opportunity to revise their schedules.
6. **Schedules Created:** In June the Master Schedule for the school is created based on the course requests of the students. For this reason, students may no longer change the courses they have requested.
7. **Schedules Mailed:** In early August, all students receive their schedules. Only VALID schedule changes may be made, which include updating course selections based on summer school credits or correcting a scheduling error made by the school. INVALID changes include changing classes because of reconsiderations, for the sake of getting a different teacher, for a more favorable order in the schedule, or to take classes with one's friends.

Tentative Dates of Registration

January 9	Counselors visit 11 th Grade English classes
January 14 - 23	Register 11 th Graders
January 29	Counselors visit 10 th Grade English classes
January 30 – February 7	Register 10 th Graders
February 20	Counselors visit 9 th Grade Study English classes
February 21 – 29	Register 9 th Graders
April 20	MAILING DAY

Scheduling Policies

Students take six courses for credit and one study period. Students wishing to take a seventh course and no study period must submit a request form signed by a parent. After the Master Schedule is finished, seven-course requests will be scheduled only if scheduling permits. A request form can be obtained from the Counseling Center.

If a parent wishes to override a recommendation made by the school pertaining to the student's schedule, the student must remain in the class the parent selected until its completion. An override form can be obtained from the Counseling Center.

Registration for next year's courses is January through May of 2008. Franklin High School sets the number of sections and builds its Master Schedule based entirely on student requests for courses. The spring registration determines the courses the school will offer the following fall. Once the Master Schedule has been created, students are obligated to take the courses they requested. Students will not be allowed to change their minds in August or September. Students, therefore, should plan their schedules in a thoughtful, careful manner to match their abilities and their educational needs.

1. **The Only Changes Allowed in August:** Valid schedule corrections only to update course selections based on summer school credits or to correct a scheduling error made by the school take place the first 10 school days of each semester. During this time also, for these 10 school days only, a student may request a change of teacher if the student is retaking a class that he/she failed with the same teacher during a previous year. For all other students, the beginning of the fall semester or the spring semester is not a time to revise schedules as a result of changing intentions or changing minds. The Master Schedule has been completed based on course requests.
2. **No Dropping in Level:** Students who requested and who were recommended for Honors and Advanced Placement courses or who filed an Override Form in the spring will be obligated to take these courses in the fall and remain in them during the year. Students may not drop a level because they changed their minds over the summer or because they did not do the summer reading or because they desire a different teacher or later because they find the work difficult. Consideration, however, will be given to special hardships.

3. **Classes may not be changed:** Students may not change a class to avoid failing or to get out of work different from their expectations or to change teachers or to revise the order of the schedule, even if the class is an elective the student had to take to complete 6 credits or to substitute for a closed class. Consideration, however, will be given to special hardships. Students with low grades should seek help from various resources available to improve and be successful (see below).
4. **Full-Year Courses Last One Year:** Full-year courses may not be dropped during the semester or at the end of the first semester, even if only an elective. The end of the 1st semester is not a time for rescheduling. Student schedules were created in August.
5. **Courses Must Be Taken In Sequence:** Students must pass one level of a course before they can take the next level of the same course. Therefore, students must pass both semesters of Spanish I before they can take Spanish II. Especially, students must pass English I before they can take English II, English II before they can take English III, and so on. *Sequence courses in the same subject may not be taken concurrently or in reverse order.* Students must plan to attend summer school to complete sequence courses they have failed, especially for English, which is required every year, so that they will be able to graduate within the normal time-span of four years. Students who do not attend summer school to make up sequence courses they have failed risk becoming a 5th-year senior in order to graduate.

Problems With A Class

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

1. The student should consult the teacher for ways to improve.
2. The student should seek help from the various resources available: teacher tutoring, discipline area tutoring sessions before and after school, outside agency tutoring, the Learning Lab, peer tutoring, the web-based skills tutoring programs.
3. If the problem still exists, the parent should talk to the teacher. Conversation can occur over the phone or through email, but the best communication is still person to person.
4. If the problem continues to exist, the parent can request a school meeting that includes the teacher, the student, the parent(s), the appropriate school counselor, and the grade-level assistant principal. This team will form a plan of action.

GRADUATION REQUIREMENTS

Franklin High School follows a two-path curriculum as prescribed by the State of Tennessee. Students may graduate by earning 22 (or more) credits from the University Preparatory Curriculum, the Technical Preparatory Curriculum, or the Dual Preparatory Curriculum. One credit is awarded for a full year of study and one-half credit is awarded for completing a semester course.

	University Preparatory Curriculum (22 credits)	Technical Preparatory Curriculum (22 credits)	Dual Preparatory Curriculum (22 credits)
English	4 Credits	4 Credits	4 Credits
Math	3 Credits	3 Credits	3 Credits
Science	3 Credits	3 Credits	3 Credits
Social Studies	3 Credits	3 Credits	3 Credits
Lifetime Wellness	1 Credit	1 Credit	1 Credit
Foreign Language	2 Credits	0 Credit	2 Credits
Fine Art	1 Credit	0 Credit	1 Credit
Electives	5 Credits	4 Credits	1 Credit
Tech Prep Sequence	0 Credit	4 Credits	4 Credits

English: The Williamson County Board of Education requires Williamson County high school students to earn four credits in English.

Mathematics: The Williamson County Board of Education requires Williamson County high school students to earn three credits in math. Students who have not had math during their last year in high school often have to take a remedial math course during their freshman year in college for no credit. Thus students, regardless of career or educational plans or requirements, are encouraged to take four math courses in high school. Students on the University path must pass Algebra I, Geometry, and Algebra II to graduate. Students on the Technical path must pass Foundations I, Foundations II, and Algebra I to graduate. Starting with the class of 2009, students on the Technical path must pass Foundations II, Algebra I, and Algebra II or Geometry or Technical Geometry.

Science: The Williamson County board of Education requires Williamson County high school students to earn three credits in science. The science sequence for all students must include one unit of a life science and one unit of a physical science. All students must pass one unit of Biology to graduate.

Social Science: The Williamson County board of Education requires Williamson County high school students to earn three credits in Social Studies. Two of the required units must be U.S. History, Economics (semester course), and U.S. Government (semester course). The other credit is completed from the following group: World Geography, Ancient History, World History, European History AP, or History of the Americas.

Lifetime Wellness: One unit of Lifetime Wellness (Physical Education with a Health component) is required for graduation.

Foreign Language: Two units of the same foreign language are required for students on the Dual or University Preparatory Curriculum. Some colleges require three units. Students who come from Middle School with foreign language credits are still expected to take two more years in high school.

Fine Arts: One unit from the following is required for students on the Dual or University Preparatory Curriculum: Visual Art, Studio Art, Art History, General Music, Chorus, Band, Piano, Theater Arts, or Music Theory.

Electives: An “elective” is any course not required or not taken in fulfillment of a discipline requirement for graduation. Most students will have more than one elective.

Computer Education: The State requires students complete 180 hours of computer instruction throughout the entire K-12 education. Usually the 180 hours are completed in grades K-8. If a student has not completed 180 hours in grades K-8, then the student will need to take one or two semesters of computer education in high school. A competency test is given at the middle school to determine whether the student can forego the basic computer keyboarding course in high school to register for a more challenging course in the computer curriculum.

Career and Technology Preparatory Clusters: Students in the Career and Technical path take four credits from the Career and Technology Clusters instead of the fine arts credit and the foreign language credits. The Dual Preparatory path, however, includes the four units in a Career and Technology Cluster with the fine arts and foreign language components required in the University Preparatory Curriculum. Any student may take career and technology classes as electives within his program of studies, though cluster students will be given first priority.

Middle School Credits: Any high school course passed in middle school will receive the earned credit on the high school transcript but no value points for the cumulative GPA. Those credits identified as honors classes will count toward meeting the Williamson County high school honors diploma requirement.

Gateway Tests: Students must pass three “Gateway” tests in order to receive a regular high school diploma: Algebra I, Biology I, and English II (sophomore English). Students take the Gateway tests upon completion of the course as the final examination of second semester. Their grades for these tests appear in the semester examination spots on the second semester report card. If students fail to pass the Gateway test itself, opportunities for re-testing will be given as many times as necessary in order to pass and thus graduate.

Athletes in the Class of 2008 and following who wish to play sports in Division I colleges and universities must meet the NCAA requirements for high school credits. Athletes must pass 16 credits in academic core courses. This means that, after completing the Williamson County requirements, athletes must complete an additional credit in either science, math, social studies, or a foreign language.

DIPLOMAS

Regular Diploma: Students who have fulfilled the requirements for graduation set by the State of Tennessee and the Williamson County Board of Education as outlined above receive a regular diploma.

Diploma with Honors: According to State guidelines, students may graduate with honors if they complete the core curriculum, plus the University Preparatory Curriculum or the Technical Preparatory Curriculum or the Dual Preparatory Curriculum and maintain at least a 3.0 Cumulative GPA.

Williamson County Honors Diploma: Beginning with the Class of 2006, students must complete the requirements for the regular diploma, four years of math and four years of science, and a minimum of fourteen (14) credits at Honors or AP level with a minimum 3.5 cumulative GPA.

International Baccalaureate Diploma: Students who have fulfilled the requirements for graduation set by the International Baccalaureate Organization will receive an International Baccalaureate Diploma from the Organization itself during the summer after graduation in addition to the normal diploma given by Franklin High School.

Special Education Diploma: Students who have followed and fulfilled the requirements of an IEP (Individual Education Plan) for graduation will receive a Special Education Diploma.

THE ACADEMIC PROGRAM

Course Levels

Standard level courses are offered in each discipline and are open to any student.

Honors Courses substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education for regular courses. Honors courses include instructional approaches that facilitate maximum interchange of ideas among students: *independent study, self-directed research and learning, and appropriate use of technology*. They include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course includes a minimum of five of the following components: 1. Extended reading assignments that connect with specified curriculum, 2. Research-based writing assignments that address and extend the course curriculum, 3. Projects that apply course curriculum to relevant or real-world situations, 4. Open-ended investigations in which the student selects the questions and designs the research, 5. Writing assignments that demonstrate a variety of modes, purposes, and styles, 6. Integration of appropriate technology into the course of study, 7. Deeper exploration of the culture, values, and history of the discipline, 8. Extensive opportunities for problem solving experiences through imagination, critical analysis, and application, and 9. Job shadowing experiences with presentations which connect class study to the world of work. To enroll in an honors course, students should be recommended by their present teacher in that discipline. Students should have records of high achievement. For honors courses, teachers add three points to each nine-weeks' average (but not to the semester examination or the semester average). The GPA is weighted by adding .5 quality points.

Advanced Placement (AP) courses are college-level courses with a prescribed core curriculum. The AP National Examination is provided by and graded by the College Entrance Examination Board (CEEB) and is administered to AP students in May of each year. Individual colleges and universities have their own specific standards for granting college credit for AP work. To enroll in an AP course, students should be recommended by their present teacher in that discipline. Teachers add five points to each nine-weeks' average (but not to the semester examination or the semester average). The GPA is weighted by adding 1.0 quality points. The registration fee for AP exams is \$84.00 for each exam. The College Entrance Examination Board (CEEB) assigns a number to each high school to be used by students on all AP, SAT and ACT test applications. Students use this number frequently throughout their high school career. THE CEEB NUMBER FOR FHS IS 430-705.

International Baccalaureate Courses are college-level courses with a prescribed core curriculum placed within a prescribed two-year international program of studies defined by the IB Organization headquartered in Geneva, Switzerland. In all, IB students must take six courses, three one-year courses (math, psychology, and Spanish or French) and three two-year courses (biology, history, English). Examinations taken in May are graded by persons in the International Community the IB Organization has certified as qualified. IB courses earn the same extra percentage and quality points as AP courses.

Alternative Credits

Credit Recovery Program: Students who have attempted and failed a semester in certain course(s) may be approved to earn credit through the credit recovery program. Administrative guidelines establish parameters for earning credit through this program. On the student's transcript, "CR" will be listed by the course name to indicate the course was completed through Credit Recovery, and the grade will be recorded as Pass/Fail with no grade point (G.P.A.) value.

Dual Enrollment Credit: Juniors or seniors enrolled in high school and with a G.P.A. of 3.0 or higher may take college courses for dual credit at any district recognized post-secondary institution in agreement with the policy. A student who meets the admissions requirements of the college, pays the tuition/expenses, and successfully completes the course receives high school credits on his/her transcript and also college credits on his/her college transcript. On

the high school transcript these courses will be recorded as Pass/Fail with no grade point (G.P.A.) value. They will count toward the Williamson County Schools' Honors diploma. Three hours of college credit will be recorded as .5 high school credit. Qualifying students may receive partial payment for dual enrollment courses from the Tennessee Dual Enrollment Grant. The principal must approve any courses students wish to take for dual credit. Students need to see their school counselors to check eligibility and to obtain a dual enrollment application.

Correspondence Courses are offered only to students enrolled in high school and will be included if a corresponding county-taught course is offered. All correspondence courses taken to meet graduation requirements must be on the State approved course list and meet other documentation defined by the county guidelines. Not only must the student complete any and all work and exams given by the institution offering the correspondence course, but also the student must pass (70% or higher) a final examination (WCS Common Comprehensive Assessment) administered by FHS. The course will be entered on the high school transcript as Pass/Fail with no grade point (G.P.A.) value.

E-Courses are offered only to students enrolled in high school and will be included if a corresponding county-taught course is offered. All e-courses taken to meet graduation requirements must be approved by the state of Tennessee via the special e-course application and other documentations defined by the county guidelines. Not only must the student complete any and all work and exams given by the institution offering the e-course, but also the student must pass (70% or higher) a final examination (WCS Common Comprehensive Assessment) administered by FHS. The course will be entered on the high school transcript as Pass/Fail with no grade point (G.P.A.) value.

Testing for credit: Students enrolled in grades 9 -12 who have completed a course equivalent to a high school level course may earn high school credit toward graduation, except in U.S. History. Students may earn credit toward graduation upon passing a comprehensive written examination in accordance with standards determined as follows:

- The examination shall provide evidence that the students have mastered all of the terminal objectives in the applicable curriculum framework adopted by the State Board of Education and shall be scored and graded on the same scale as for high school students who enroll in the course for which credit is being given.
- Students must score 70 or better on the comprehensive written examination in order to receive credit toward high school graduation.
- The course name and a course grade of "Pass" with no grade point (G.P.A.) value will be entered on the high school transcript with the notation "Cr. Ex." for Credit by Exam beside the course.

Credit Limits

Limits on the amount of high school course credit that may be earned are *as follows*:

1. A maximum of ten (10) units of credit may be earned during a full calendar (12 months) year.
2. A maximum of eight (8) units of credit may be earned during a regular academic (180 day school calendar) year.
3. A maximum of two (2) credits may be earned during a full summer.
4. Two (2) units of credit may be earned for correspondence work on a total high school transcript.
5. A maximum of six (6) credits, cumulative throughout high school career, may be earned in summer school to be counted for meeting graduation requirements.
6. A maximum of six (6) credits may be earned through the approved policy and procedure for Testing for Credit.
7. A maximum of six (6) credits during the high school career may be earned through a credit recovery program.
8. Any exception to this policy must be requested in writing. The request must be approved in writing by the principal and the Director of Schools and reported to the Board of Education.

Student Support Services

Supplemental supports and services in all academic areas are available to all students, particularly students who are gifted or qualify through an IEP (IDEA) or an Accommodation Plan (Section 504). In Tennessee Gifted Services fall under the special education umbrella. Supplemental supports and services may include consultation with content area teachers, and/or direct student support within the classroom, small groups, or on an individual basis. After age 18, students who will continue their IEP may do so by continuing their education with Williamson County Schools through community-based education.

Consulting and/or Direct Student Support Services provide extra supports in a general education classroom. Special education staff are available to lend support to both the teacher and students, particularly students who are gifted, special education and those who have 504 needs. When not in the general classroom, the special education staff (including Gifted) may assist students in directed study, the learning lab, small groups, consulting with students and on an individual basis. Specific supports may be given to students who have behavioral issues that impact their academic success. Additional supports may need to be provided to meet their respective needs. The goal of Student Support Services is to provide the needed supports to make students successful during their high school years.

Counseling Program

School counselors foster excellence by helping all students to achieve their potential. They promote excellence through their work in four program areas:

Individual Planning: Counselors meet individually with each student during the year. During the fall semester, focus is on academic progress and school adjustment. Counselors meet with seniors to assist in the college application process. In the spring, counselors assist students in developing their four-year plans and in requesting classes for the following year. Counselors also assist with individual assessment and test interpretation.

Counseling Curriculum: Counselors make presentations to students in study periods and to seven-subject students in the Auditorium during lunch. They provide classroom guidance, large group activities, newsletters, and transitions issues.

Responsive Services and Individual Counseling: Counselors provide personal counseling, crisis counseling, small groups for interaction, and support team and 504 services. Small educational groups are provided to reinforce healthy life skills and support academic success.

System Support: Counselors coordinate and implement the counseling program by developing a partnership with the teachers, administrators, parents, and community leaders.

School Counselors assist students in developing realistic education and career plans based on a clear understanding of themselves, their needs, interests, skills, and the realities and possibilities of the worlds of education and work. Through the Counseling Center, students can draw on various resources, including frequent visits by college representatives, a library of college guides, scholarship information, financial aid, and standardized testing. Programs sponsored by the Counseling Center include Williamson County College Fair, Financial Aid Night, Career Day, Awards Night, Fall Senior Parent Night, College Forum for Juniors, and an Eighth Grade Parent Night.

National Tests

FHS CEEB (College Entrance Examination Board) NUMBER IS 430-705. The following is a brief description of the major types of national tests that are offered in preparation for applying to colleges. Application packets are available in the Counseling Center. (See also www.collegeboard.org or www.ACT.org.)

PSAT/NMSQT – Preliminary Scholastic Assessment Test/National Merit Qualifying Test (CEEB Test Program): Given in October to high school students who sign up, the PSAT is the basis for merit scholarships for juniors. It is the same format as the SAT I and is useful as an indicator of SAT scores and/or test practice.

SAT I – Scholastic Assessment Test (CEEB Test Program): Many competitive colleges and universities require the SAT for admission. It is a three-hour test in three sections measuring verbal, mathematical reasoning ability, and writing ability.

SAT II – Subject Tests (CEEB Test Program): These one-hour tests measure the application of knowledge in specific subject areas. Three tests are possible on one test date. Many four-year colleges require three subject tests; one is usually English Composition. SAT-II test(s) are taken in the spring of the junior year or the terminal year of the subject taken. SAT-I and SAT-II tests cannot be taken on the same day.

PLAN – (ACT Test Program): Given in the fall to all sophomores, the PLAN is useful as an indicator of ACT scores and/or test practice. It is the same format as the ACT.

ACT – American College Testing Program (ACT Test Program): To meet graduation requirements, all juniors must take this test in the spring. The WCBE pays the fee. Four 35-50 minute tests are given in English Usage, Mathematics Usage, Social Science Reasoning, and Natural Science Reasoning. An optional writing test is also available. Public colleges and some private colleges in the Midwest, West, and South commonly require the ACT.

AP – Advanced Placement Tests (CEEB Test Program): AP tests are given in May. The tests are usually three hours in length and are based on college level courses taken in high school. The tests are scored 1 through 5. Usually, a score of 3 or better earns college credit in that subject.

IB – International Baccalaureate Examinations: IB examinations are given in May around the same time as AP tests. The tests are three hours in length, administered in two different sessions on consecutive days. The tests are scored 1 through 7, with 4 or higher considered a satisfactory grade.

Tutorials

Before, During, and After school tutorials are offered at FHS by faculty members and by student peers. Sessions are usually held during the day in the Learning Lab or during Lunch and several nights a week for a 1- or 2-hour block of time, though some occur before school starts.

Before, During, and After school help sessions are scheduled by individual teachers.

The Learning Lab has a certified teacher to help students. Also available is Peer Tutoring, and a web-based skills tutor program. Students may go to the Learning Lab out of their Study Periods or PA Periods or during Lunch.

ACT and SAT Prep classes are offered at FHS at specified times. The Counseling Center informs students as to the scheduling of these classes.

Curriculum Enhancement

Transition Programs to assist eighth grade students entering into high school occur throughout the year. They visit the high school for a day program. During registration in February and March, counselors meet individually with students and their parents at the middle school, helping the family to begin developing a personal relationship with

FHS staff even before the eighth grader begins high school. Enrichment activities continue throughout the summer and freshmen year, coupled with support programs for those in need of extra help with their studies.

The Career Shadow Program is part of the senior year activities. In the fall all seniors choose a mentor in a career field of their choice and shadow the mentor for one school day. Students assess their day on-the-job when they return to the classroom.

Drivers Education is offered both in the fall and in the spring after school, and also during Summer School. The fee is \$190 as set by the WCBE. Thirty (30) hours of classroom instruction is mandatory, followed with six (6) hours of behind-the-wheel driving. The grade is recorded on the transcript and calculated into the cumulative GPA.

The Renaissance Program recognizes and rewards students who are on the Honor Roll. A **silver** card is given to students on the Principal’s List, a **red** card to students on the High Honor Roll, a **white** card to students on the Honor Roll. These cards give students a different variety of privileges.

Lottery Scholarships

To be eligible for a lottery **Hope Scholarship**, a student must be a Tennessee resident by September 1st of the senior year and must apply with the Free Application for Federal Student Aid (FAFSA), available at www.fafsa.ed.gov. The Hope Scholarship awards up to \$4000 per year for a 4-year school or \$2000 per year for a 2-year school. The student must have at least a 21 ACT/980 SAT **OR** a cumulative GPA of 3.0 based on the state grading scale: A = 93-100 (4.0), B = 85-92 (3.0), C = 75-84 (2.0), D = 70-74 (1.0). An additional \$1000 merit award is given to students with a 3.75 cumulative GPA **AND** a minimum 29 ACT/1280 SAT. Most Tennessee state and private colleges are eligible for these scholarships. For more information, you may contact the Tennessee Student Assistance Corporation at 1-800-342-1663 or (615) 741-1346, or go to the web-site: www.collegepaystn.com.

NCAA Eligibility

To be eligible to play college football, high school students must meet NCAA requirements.

GPA and National Test Scores:

Division I has a sliding scale for grade-point averages and test scores. The lower GPA a student makes the higher SAT/ACT test score the student must make. Only core courses are used in the calculation of the grade-point average. The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used. The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, math, reading and science.

Division II has a minimum GPA of 2.00 and a SAT score requirement of 820 or an ACT sum score of 68.

Course Requirements:

Division I: 16 Core-Course Rule		Division II: 14 Core-Course Rule	
4 years of English	WCS required	3 years of English	WCS required
3 years of mathematics (Algebra I or higher)	WCS required	2 years of mathematics (Algebra I or higher)	WCS required
2 years of natural/physical science	WCS required	2 years of natural/physical science	WCS required
1 year of additional English, math, or natural/physical science	WCS required in science	2 years of additional English, math, or natural/physical science	WCS required
2 years of social science	WCS required	2 years of social science	WCS required
4 years of additional courses (from any area above, foreign language)	3 WCS required 1 elective needed	3 years of additional courses (from any area above, foreign language)	WCS required

NOTE: Students applying for Division I schools need one elective to be a 4th year of social studies or a 3rd year of foreign language or a 4th year of math or a 4th year of science

GRADING POLICIES

Class Rank: For purposes of determining honor graduates (e.g., top 10, top 10%, top 20, valedictorian, salutatorian, etc.), ranking in the senior class will be used and will be calculated on ALL high school course work. All students who are enrolled for the entire final semester of the senior year will be included in class ranking and in determination of honor graduates and honor recognition as graduating seniors.

For transfer students, the cumulative GPA on the transcript for transferred work will be used without any recalculation other than conversion to a 4-point scale, except that honors and Advanced Placement courses will be recalculated to match the Williamson County Schools scale.

Semester final exams are not required for those high school seniors who have maintained a 91 average, have been absent no more than 6 days in a class (including college visitation days approved in advance by the Principal) during the semester, and have not been suspended during the semester.

The Averaging Policy for certain courses allows students to gain a full credit even though they failed the first semester. This is possible only if the average of both semester grades is a 70 or better. However, credit will not be given when the second semester grade is the failing grade. Summer school courses are not part of this policy. This policy applies only to courses in which a student must master first semester skills and concepts in order to be successful in second semester: Math, foreign languages, Chemistry, and Physics. If a student is successful under this policy, the Report Card/Transcript **credits only** are changed to reflect the fact. The earned credit for the second semester of the course is changed manually from .5 to 1.0. Grades remain on record as earned.

The Honor Roll is announced and published at the end of each quarter, and is determined by meeting the GPA requirement and not receiving a “C” or lower in any course. To make Honor Roll, a student must have a quarter GPA of 3.5 or higher. To make the High Honor Roll a student must have a quarter GPA of 3.75 or higher. To make the Principal’s List, a student must have a quarter GPA of 4.0 or higher.

To audit means to take a class for no credit. Usually, a student audits the first-semester of a full-year course when in the previous year the student passed the first semester, but failed the 2nd semester. This practice allows the student to be ready to take the 2nd semester for credit and be successful. The student is required to complete all work, including tests and the semester exam. The letter grade is recorded on the transcript for all to see, but no credit is earned and the grade does not become part of the cumulative G.P.A. If a student audits a class, to follow WCBE policy, he/she must still take 6 other classes for credit

Testing for credit is possible for students who have completed work or a course equivalent to a high school level course (except U.S. History). Students must score 70 or better on the examination in order to receive credit toward graduation. The course name and a course grade of “Pass” with no grade point (G.P.A.) value will be entered on the high school transcript with the notation “Cr. Ex.” for Credit by Exam beside the course.

Home-schooled students entering FHS must pass exams for courses completed at home in order to receive credit for those courses at FHS. The exams used to test these courses will be either the CCA County exams designed for the course or a local exam based on the curriculum taught at FHS and provided by the various departments at FHS. Grading and transcript notation will follow the procedures of testing for credit.

The WCS Summer School Policy offers two sessions in summer school equivalent to two semesters in the regular year. Summer school is most often remedial, serving to aid the student who has failed a course. *The summer school grade is added to the transcript and averaged with the cumulative GPA. It does not replace the failed grade.* Students can earn a maximum of 2 credits during Summer School. A maximum of six (6) credits, cumulative throughout high school career, may be earned in Summer School to be counted for meeting graduation requirements. Seniors who have 20 credits completed by the end of their senior year may take part in the graduation ceremony if they are enrolled in Summer School and if they are designated as Summer Graduates.

Students taking high school courses in middle school (e.g., Algebra, Geometry, languages, physical science, etc.) receive high school credit by passing (grade 70 or above) both semesters of the course. The grade is recorded as Pass/Fail with no grade point (GPA) value.

College courses taken for college credit, even when taken for dual high school/college credit, are recorded as Pass/Fail with no grade point (GPA) value.

Progress reports for all students are mailed mid-way through each nine-week grading period.

Report cards are mailed home after each Nine Weeks' Grading Period.

The transcript is a historical document showing all courses taken in high school. Letters, not numbers, are used in reporting grades on the official transcript. All grades, passing and failing, are permanently recorded on the transcript. When a course is failed and then repeated either in WCS Summer School or during the regular school year, **the new grade does not replace the failed grade**. The course and new grade are added to the transcript and averaged into the cumulative GPA.

The grading system for grades 9-12 is as follows:

Grade	Grade Range
A	91 – 100
B	81 – 90
C	72 – 80
D	70 – 71
F	Below 70
I	Incomplete
P/F	Pass/Fail

The Calculation of the GPA is determined by dividing the sum of the quality points, including accelerated quality points, by the total courses attempted (excluding Pass/Fail courses). Credit given to all courses taken in high school is counted. Grade point averages (G.P.A.) are calculated on the following graduated 4-point scale with additional grade point weighting of 0.5 for Honors courses and 1.0 for Advanced Placement (A.P.) courses.

Letter Grade	Numeric Value	Regular	Honors	AP
A	97-100	4.0	4.5	5.0
	94-96	3.7	4.2	4.7
	91-93	3.5	4.0	4.5
B	87-90	3.3	3.8	4.3
	84-86	3.0	3.5	4.0
	81-83	2.7	3.2	3.7
C	77-80	2.3	2.8	3.3
	72-76	2.0	2.5	3.0
D	70-71	1.0	1.5	1.9
F	0-69	0	0	0

Weighted Courses:

ADVANCED PLACEMENT		IB	HONORS	
Art History	German Language	Biology/Adv Topics	Algebra II	Geometry
Biology	Music Theory	English III/IV	Ancient History	German I - IV
Calculus AB/BC	Physics B	French	Biology I	Hum Anat & Phys
Chemistry	Psychology	Math Studies	Calculus	Physical Science
Comp Science AB	Spanish Language	Mathematics	Chemistry I	Physics
English III	Spanish Literature	Psychology	Ecology	Pre-Calculus
English IV	Statistics	Spanish	Economics	Spanish I – IV
Environment Sci	Studio Art	Theory of Knowledge	English I - IV	U.S. Government
European History	U.S. Government	U.S. Hist/Hist of Amer	Forensic Science	U.S. History
French Language	U.S. History		French I-IV	World History

INTERNATIONAL BACCALAUREATE

IB Coordinator: Ken Curtis, at 472-4468 or kenc@wcs.edu

On January 13, 2000, Franklin High School became the first Tennessee High School to gain acceptance as an affiliate of the International Baccalaureate Diploma Programme (the IBDP). The program is governed by the International Baccalaureate Organization, headquartered in Geneva, Switzerland.

The International Baccalaureate Organization describes the Diploma Programme as, “*a demanding pre-university course of studies, leading to examinations, designed for highly motivated secondary school students.*”

Students in IB courses will:

- Receive a rigorous curriculum with high standards and expectations
- Receive grades based on objective criteria rather than relative based norms
- Learn to think analytically as well as master data and procedure based curriculum
- By demonstrating specific levels of achievement on the IB examinations in each of six subject areas, be given the opportunity for advanced college placement and credit. Examinations are given during the junior and senior years.
- Be given the chance to learn to their maximum potential

In addition, IB students will complete three additional requirements.

The Extended Essay – a 4000 word essay on a topic related to their studies in IB course work

The Theory of Knowledge Course – an analytical study of the process of acquiring knowledge

The Creativity-Action-Service Program (CAS) – 150 hours of approved activities in these areas

Students must apply for acceptance into the IBDP. Acceptance is based on grades, attendance, attitude, and work ethic. For an application or more information, contact Ken Curtis, the IBDP coordinator, at 472-4468 or kenc.wcs.edu.

Out of zone students are encouraged to apply for the IBDP. If accepted, they will attend Franklin High, though transportation is their responsibility. If they chose, they may return to their zoned school at the end of the school year. If they drop out of the program or are dismissed from the program, they must return to their zoned school at the end of the school year.

Many colleges and universities around the world give advanced credit and placement for IBDP course work. For information on the policies of specific universities in regards to the IBDP go on line at www.ibo.org. (Click on “services,” then on “universities and nations.”)

Recommended Four-Year Path for IB Student

9th Grade	10th Grade	11th Grade	12th Grade
English I Honors	English II Honors	English III Language AP/IB*	English IV Literature AP/IB*
Spanish II Honors or French II Honors	Spanish III H Pre-AP/IB or French III Honors	Spanish AP or French AP	Spanish IB* or French IB*
Ancient History Honors	European History AP or World History Honors	U.S. History AP/IB*	History of the Americas IB*
Geometry or Geometry Honors	Algebra II or Algebra II Honors	Math Studies* or Mathematics*	Elective
Biology I Honors	Chemistry or Chemistry Honors	Biology AP/IB*	Biology Advanced Topics IB*
Lifetime Wellness	Elective, 1 semester Economics, 1 semester	Psychology AP/IB*	Theory of Knowledge*
Elective or Study Hall	Elective or Study Hall	Elective or Study Hall	Elective or Study Hall

*IB Diploma Programme courses

IB students will usually take two IB exams in their junior year: Math and Psychology. The examinations in the senior year will be: English, History, Biology , Spanish or French. The total cost of these examinations for the student is around \$650.

Note: IB students are welcome, even encouraged, to take AP examinations in courses that prepare them for AP examinations, but conflicts in the testing schedules of IB examinations and AP examinations may not allow them to take the AP examination of every course they wish. If a conflict exists, IB examinations, of course, come first.

Important Notes:

1. **Fine Arts Credit:** Students in the State of Tennessee, including IB students, must complete at least one credit of Fine Arts. Any of the following classes fulfills the Fine Arts requirement: Art, Art History, Band, Chorus, General Music, Music Theory, Piano, or Theatre Arts.
2. **ROTC:** Two years of ROTC may be substituted for Lifetime Wellness. If this choice is made, then ROTC will be taken in the 9th grade in place of Lifetime Wellness and as an elective in the 10th grade.
3. **Math Studies:** Students who take Math Studies IB or Mathematics IB should consider taking Statistics before or concurrently.
4. **U.S. Government:** Students who complete the two-year sequence, U.S. History and History of Americas, satisfy the State’s requirement for U.S. Government.
5. IB courses earn the same extra percentage and quality points as AP courses.

LIST OF FHS COURSES

ENGLISH

English I, II, III, IV
 English IV Comm for Life
 English I, II, III, IV Honors
 English III Lang AP/IB
 English IV Lit AP/IB
 Eng as a Sec Lang I, II, III, IV
 ACT Review English (1/2) *
 Gateway English
 Journalism I, II
 Speech I, II (each 1/2)
 Creative Writing I, II (each 1/2)
 Film as Literature (1/2)
 Content Area Reading (2 hrs)
 Study Skills (1/2)
 Teen Leadership

MATH

Foundations II
 Algebra I
 Algebra I B
 Gateway Algebra
 Technical Geometry
 Geometry
 Geometry Honors
 Algebra II
 Algebra II Honors
 ACT Review Math A (1/2) *
 ACT Review Math B (1/2) *
 Adv. Algebra and Trig
 Pre-Calculus
 Pre-Calculus Honors
 Discrete Math
 Statistics *
 Math Studies IB
 Mathematics IB
 Statistics AP
 Calculus Honors
 Calculus AB AP
 Calculus BC AP

SCIENCE

Physical Science
 Physical Science Honors
 Biology I
 Biology I Honors
 Gateway Biology
 ACT Review Science (1/2) *
 Ecology
 Ecology Honors *
 Chemistry I
 Chemistry I Honors
 Chemistry II
 Biology II
 Hum Anat and Phys Honors

Physics Honors
 Environmental Sci AP
 Biology AP/IB
 Biology Advanced Topics IB
 Chemistry AP
 Physics B AP

SOCIAL STUDIES

World Geography
 Ancient History Honors
 World History
 World History Honors
 European History AP
 U.S. History
 U.S. History Honors
 U.S. History AP/IB – Amer St
 History of the Amer IB
 Economics (1/2)
 Economics Honors (1/2)
 U.S. Government (1/2)
 U.S. Gov Honors (1/2)
 U.S. Govern AP (1/2)
 Sociology (1/2)
 Psychology I (1/2)
 Psychology II (1/2)
 Psychology AP/IB
 Theory of Knowledge IB

FOREIGN LANGUAGE

French I, II, III
 French I, II, III, IV Honors
 French Language AP
 French IB
 German I, II
 German I, II, III, IV Honors
 German Language AP *
 Spanish I, II, III
 Spanish I, II, III, IV Honors
 Spanish III Hon Pre-AP/IB *
 Spanish Language AP
 Spanish Literature AP
 Spanish IB

FINE ARTS

Art:
 Visual Art I
 Visual Art II
 Visual Art III
 Visual Art IV
 Studio Art AP
 Art History AP

Theatre Arts:

Theatre Arts I
 Theatre Arts II
 Theatre Arts III
 Theatre Arts IV

Choral Music:

Men's Chorus *
 Women's Chorus *
 Chamber Choir

Instrumental Music:

General Music
 Concert Band
 Symphonic Band
 Wind Ensemble
 Percussion Class
 Class Piano
 Music Theory AP

PHYSICAL EDUCATION

Lifetime Wellness
 Weights & Kinesiology
 Weights & Kin for Females *

ROTC

ROTC I, II, III, IV

CAREER AND TECH

Jobs for Tenn Grads:
 JTG Career Choices

Academic Electives:

Computer Prog Basic
 Computer Program C++
 Computer Program Java
 Comp Sci AB AP
 Business Principles (1/2)

Business Tech Cluster:

Keyboard Tech (1/2)
 Keyboard/Formatting (1/2)
 Computer Applications (1/2)
 Business Principles (1/2)
 Accounting I
 Financial Planning (1/2)
 Banking and Finance

Marketing Cluster:

Marketing and Manag I
 Marketing and Manag II
 Retail Operations
 Sports/Entertain Market
 Entrepreneurship
 Travel and Tourism

Health Care Cluster:

Health Science Education
 Forensic Science
 Forensic Science Honors
 Diagnostic Medicine *

Family Consumer Cluster:

Family and Consumer Services
 Early Child Ed I
 Early Child Ed II (2 hrs)
 Early Child Ed III
 Adult Living

Arts and Comm Cluster:

Visual Communications
 Digital Design I
 Digital Design II
 Digital Imaging I
 Digital Imaging II

Media Cluster:

Media Concepts
 Electronic Media Prod (2 hrs) *
 Electronic Media Man/Op

Transportation Cluster:

Transportation Core
 Collision Repair, Non Struct I
 Collision Repair, Non Struct II
 Collision Repair, Paint (2 hrs)

Hospitality Cluster:

Culinary Arts I
 Culinary Arts II (2 hrs)
 Culinary Arts III

Criminal Justice Cluster:

Criminal Justice I
 Criminal Justice II
 Criminal Justice III (2 hrs)

Work-Based Learning:

Vocational Coop 1 hr
 Vocational Coop 2 hrs
 Tr and Ind Coop 1 hr
 Tr and Ind Coop 2 hrs
 Health Sci Coop 1 hr
 Health Sci Coop 2 hrs
 Academic Coop
 Service Learning (1/2)

* New course or changed course

FOUR YEAR PLAN WORKSHEET

University Preparatory Curriculum

<u>Course</u>	<u>Number of Credits</u>
<i>English</i>	4
<i>Math</i> (Must include Algebra I, Geometry, and Algebra II)	3
<i>Science</i> (Must include one unit of Biology and a physical science)	3
<i>Social Studies</i> (Must include a world history/ world geography, U.S. History, Economics, and U.S. Government)	3
<i>Lifetime Wellness</i>	1
<i>Foreign Language</i>	2
<i>Fine Arts</i>	1
<i>Electives</i>	5
TOTAL	22

Dual Preparatory Curriculum

<u>Course</u>	<u>Number of Credits</u>
<i>English</i>	4
<i>Math</i> (Must include Algebra I, Geometry, and Algebra II)	3
<i>Science</i> (Must include one unit of Biology and a physical science)	3
<i>Social Studies</i> (Must include a world history/ world geography, U.S. History, Economics, and U.S. Government)	3
<i>Lifetime Wellness</i>	1
<i>Foreign Language</i>	2
<i>Fine Arts</i>	1
<i>Elective</i>	1
<i>Tech. Prep Cluster</i>	4
TOTAL	22

Technical Preparatory Curriculum

<u>Course</u>	<u>Number of Credits</u>
<i>English</i>	4
<i>Math</i> (Must include Algebra I, for Class of 2009 and after must include one math after Algebra I)	3
<i>Science</i> (Must include one unit of Biology and a physical science)	3
<i>Social Studies</i> (Must include a world history/ world geography, U.S. History, Economics, and U.S. Government)	3
<i>Lifetime Wellness</i>	1
<i>Tech. Prep Sequence</i>	4
<i>Electives</i>	4
TOTAL	22

NINTH GRADE	CR	TENTH GRADE	CR
English I		English II	
Math		Math	
Science		Science	
Lifetime Wellness			
Study Period		Study Period	
TOTAL CREDITS		TOTAL CREDITS	
ELEVENTH GRADE	CR	TWELFTH GRADE	CR
English III		English IV	
Math			
Science			
US History		Govt/Economics	
Study Period		Study Period	
TOTAL CEDITS		TOTAL CREDITS	

COURSE DESCRIPTIONS

Course descriptions are arranged by departments in this order: English, Math, Social Studies, Science, Foreign Language, Fine Arts, Physical Education and JROTC, Career/Technology electives, Career and Technology clusters.

English Courses

Students must complete four years of English and pass the English II Gateway examination to graduate.

English I **023001**

Credit: 1, a full year course

English I focuses on improving reading, writing, viewing and representing, speaking and listening skills. Composition will include expository, narrative, descriptive, and persuasive essays. Research skills based on the most recent edition of the *MLA Handbook for Writers of Research Papers* will be taught. (Students must procure a copy of the handbook.) Performance-based assessments are a required component of each quarterly curriculum unit. All students will take the Gateway End-of-Course exam for the second semester final examination. Summer reading may be required. Outside reading and a portfolio assessment are required. A fee may be requested.

English I Honors **033001**

Teacher recommendation, placement by guidance

Credit: 1, a full year course

English I Honors focuses on improving reading, writing, viewing and representing, speaking and listening skills. The course will substantially exceed the expectations of English I. Composition will include expository, narrative, descriptive, creative essays as well as research assignments using the most recent edition of the *MLA Handbook for Writers of Research Papers*. (Students must procure a copy of the handbook.) Honors students are expected to demonstrate critical and analytical skills in writing about and discussing literature. Performance-based assessments are a required component of each quarterly curriculum unit. All students will take the Gateway End-of-Course exam for the second semester final examination. Summer reading may be required. Outside reading and a portfolio assessment are required. A fee may be requested.

English II **023002**

Successful completion of English I or English I Honors

Credit: 1, a full year course

English II focuses on improving reading, writing, viewing and representing, speaking and listening skills by emphasizing grammar, writing, and vocabulary. Composition will include expository, narrative, descriptive, and persuasive essays as well as research assignments using the most recent edition of the *MLA Handbook for Writers of Research Papers*. (Students must procure a copy of the handbook.) Literature studies will include such items as short story elements, forms of poetry, figurative language, and drama. All students enrolled in this course will take the Gateway English II examination upon completion of this course as the second semester final examination. Students in the class of 2005 and beyond are required to pass the English II Gateway examination for graduation. Summer reading may be required. Outside reading and a portfolio assessment are required. A fee may be requested.

English II Honors **033002**

Teacher recommendation, placement by guidance, successful completion of English I or English I Honors

Credit: 1, a full year course

English II Honors explores the human experience and cultural diversity through a thematic study of classical and modern World Literature. The course will substantially exceed the expectations of English II. Composition work stresses organization and development of original writing, fluency, clarity, and correctness of grammar and mechanics. Students will complete research assignments, using the most recent edition of the *MLA Handbook for Writers of Research Papers*. Performance-based assessments are a required component of each quarterly curriculum unit. Students will take the Gateway English II examination upon completion of this course as part of their second semester grade. All students are required to pass the English II Gateway examination for graduation. Summer reading may be required. Outside reading and a portfolio assessment are required. A fee may be requested.

English III**023003***Successful completion of English II or English II Honors**Credit: 1, a full year course*

English III surveys American literature. Composition will include narrative, descriptive, expository, and persuasive essays. Students will write a research paper using the most recent edition of the *MLA Handbook for Writers of Research Papers*. (Students must procure a copy of the handbook.) Vocabulary and grammar will be covered during the studies of literature, writing, and speaking. Performance-based assessments are a required component of each quarterly curriculum unit. Summer reading may be required. Outside reading and a portfolio assessment are required. A fee may be requested.

English III Honors**033003***Teacher recommendation, placement by guidance, successful completion of English II or English II Honors**Credit: 1, a full year course*

English III Honors surveys American literature. The course will substantially exceed the expectations of English III. Composition will include narrative, descriptive, expository, persuasive, and creative papers. The application of grammar in the editing and correcting of mechanical errors will also be taught. Students will write a research paper using the most recent edition of the *MLA Handbook for Writers of Research Papers*. (Students must procure a copy of the handbook.) Higher-level thinking skills are developed through analytical writing and in-depth discussions. Performance-based assessments are a required component of each quarterly curriculum unit. Summer reading may be required. Outside reading and a portfolio assessment are required. A fee may be requested.

English III Language AP/IB - American Studies**043004***Teacher recommendation, placement by guidance, successful completion of English II or English II Honors**Credit: 1, a full year course*

This course studies major works of American literature as well as the play *Othello* by William Shakespeare and the Japanese novel *The Makioka Sisters* by Jun'ichiro Tanizaki. It also engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. A research paper following the most recent edition of the *MLA Handbook for Writers of Research Papers* will be required. (Students must procure a copy of the handbook.) Higher-level thinking skills are developed through analytical writing and in-depth discussions. Students earn college credit by passing the Advanced Placement Language and Composition Examination in May. IB students take this course to fulfill the two-year studies in English. Summer reading, outside reading, and a portfolio assessment are required. A fee may be requested.

English IV Communication for Life**023007***Teacher recommendation, placement by guidance, successful completion of English III or English III Honors**Credit: 1, a full year course*

Communication for Life is a nontraditional course that integrates the standards of writing, reading, viewing and representing, and speaking and listening with a rigorous hands-on, workplace-oriented approach. Students will comprehend and produce a wide variety of texts, recognize and create practical and persuasive forms of communications, and use appropriate technology and media forms. The course emphasizes communication, problem-solving, and critical thinking skills necessary to enable students to deal effectively with cultural and ethnic diversity in a rapidly changing world.

English IV**023005***Successful completion of English III or English III Honors**Credit: 1, a full year course*

English IV surveys British literature in history with the emphasis on the building of literary language and composition skills. Literary skills include thematic and historical aspects of British writing. Language skills incorporate the use of context in the understanding of vocabulary. Composition skills stress critical and creative writing. Grammar skills are taught with writing. A literary research paper following the most recent edition of the *MLA Handbook for Writers of Research Papers* will be required (Students must procure a copy of the handbook.) Performance-based assessments are a required component of each quarterly curriculum unit. Summer reading may be required. Outside reading and a portfolio assessment are required. A fee may be requested.

English IV Honors 033005

Teacher recommendation, placement by guidance, successful completion of English III or English III Honors
Credit: 1, a full year course

English IV Honors surveys British literature in history with the emphasis on the building of literary language and composition skills. The course will substantially exceed the expectations of English IV. A college preparatory vocabulary study and the application of grammar in the editing and correcting of mechanical errors will also be taught. Extensive reading and writing is required. A literary research paper following the most recent edition of the *MLA Handbook for Writers of Research Papers* will be required (Students must procure a copy of the handbook.). Performance-based assessments are a required component of each quarterly curriculum unit. Summer reading culminating in a research-based project and oral presentation may be required. Outside reading and the completion of the high school writing portfolio are required. A fee may be requested.

English IV Literature AP/IB 043006

Teacher recommendation, placement by guidance, successful completion of English III AP/IB or English III Honors
Credit: 1, a full year course

English IV Literature AP/IB is a college level course that requires extensive reading and writing outside of class. With a concentration on close reading of imaginative literature, students develop analytical reading skills, critical writing skills, and, hopefully, an appreciation for the well-crafted word. Written assignments are submitted by the students electronically, and participation in class discussion is required. While students earn high school credit in this course, they can also obtain college credit by passing the Advanced Placement Literature and Composition examination in May. International Baccalaureate students take the IB English exam in May to meet the requirements for an IB Diploma. Summer reading, outside reading, and the completion of the high school writing portfolio are required. A class fee may be requested.

English as a Second Language I – Immersion 023075

Teacher recommendation, placement by guidance
Credit: 1-3, a full year course

ESL I is for students with little or no language proficiency in English. This course immerses students in the basic skills of speaking, writing, and reading. After completing the course, non-English speakers should have a basic vocabulary of words used frequently, be able to converse, and be able to construct simple paragraphs. Two credits of ESL may count toward meeting the four-year English requirement. Additional credits may be taken as electives.

English as a Second Language II 033075

Teacher recommendation, placement by guidance
Credit: 1, a full year course

ESL II is designed for students with a limited proficiency in English. The lessons equip students with an understanding of reading skills and a study of grammatical structures. The writing process and test taking strategies are also explored, enabling the student to function on a higher level in his content classes. After completing the course, students should be able to edit his/her English usage orally and written. Two credits of ESL may count toward meeting the four-year English requirement. Additional credits may be taken as electives.

English as a Second Language III 043075

Teacher recommendation, placement by guidance
Credit: 1, a full year course

ESL III is designed to give students with a limited proficiency in English detailed practice in reading and writing skills. This course will prepare the student with test taking strategies that will be necessary for the Gateway II test. Two credits of ESL may count toward meeting the four-year English requirement. Additional credits may be taken as electives.

English as a Second Language IV 053075

Teacher recommendation, placement by guidance
Credit: 1, a full year course

ESL IV is designed for non-native students who have become competent in one of the areas of reading, writing, or oral language and desires to become fluent in English. This class offers an in-depth study of reading and grammar while concentrating on the preparation of the Gateway English II test required for graduation. Two credits of ESL may count toward meeting the four-year English requirement. Additional credits in ESL may be taken as electives.

ELECTIVES

ACT Review English and Reading (pending State approval)

0130??

Credit: .5, a semester course

This course provides students with skills and competencies needed to be successful on the English/Reading ACT. Students will become familiar with the format and the scoring of the ACT, cover English and Reading standards useful for the ACT, learn test taking skills, and receive individualized instruction to improve scores.

Gateway English

023080

Mandated by the State of Tennessee for students who have completed English II but have not passed the Gateway English II examination required for graduation.

Credit: 1, a full year course

Gateway English reinforces strategies and skills necessary for success on the Gateway test. This credit is an elective credit only and DOES NOT count as one of the English credits required for graduation.

Journalism I - Yearbook

053008

Student request and teacher approval, 11th and 12th graders only

Credit: 1, a full year course

This course focuses on the production of the school yearbook. The class functions in a lab situation where the students use their writing and graphic design skills to produce a 200+ page yearbook and supplement. Emphasis is placed on reporting and writing, advanced layout design, and photography. Students must also sell ads during the summer and market the yearbook during the fall semester. Besides working on the yearbook, students also have the opportunity to write for the school newspaper, develop business techniques, and explore artistic endeavors.

Journalism I - Newspaper

063008

Student request and teacher approval, 11th and 12th graders only

Credit: 1, a full year course

This course provides students directed study in which the students focus on creating and maintaining the school newspaper. Students are provided the opportunity to write for publication, develop business techniques, and explore artistic endeavors through the development of the paper. Besides the newspaper, students are also provided the opportunity to work on the school yearbook, on reporting and writing, advanced layout design, and photography.

Journalism II – Yearbook

073008

Student request and teacher approval, 12th graders only

Credit: 1, a full year course

This course focuses on the production of the school yearbook. The class functions in a lab situation where the students use their writing and graphic design skills to produce a 200+ page yearbook and supplement. Emphasis is placed on reporting and writing, advanced layout design, and photography. Students must also sell ads during the summer and market the yearbook during the fall semester. Besides working on the yearbook, students also have the opportunity to write for the school newspaper, develop business techniques, and explore artistic endeavors.

Journalism II – Newspaper

083008

Student request and teacher approval, 12th graders only

Credit: 1, a full year course

This course provides students directed study in which the students focus on creating and maintaining the school newspaper. Students are provided the opportunity to write for publication, develop business techniques, and explore artistic endeavors through the development of the paper. Besides the newspaper, students are also provided the opportunity to work on the school yearbook, on reporting and writing, advanced layout design, and photography.

Speech I

013015

Credit: .5, a fall semester course

The primary speech course is designed to aid students in the area of verbal presentation by giving them not only the tools to become better speakers, but also the confidence to express their thoughts and ideas. Basic voice and diction techniques will be explored. In addition, students will learn the basics of effective storytelling and other forms of oral communication including but not limited to informative and persuasive speeches.

Speech II **023015**

Recommended for 11th and 12th graders only who have successfully completed Speech I

Credit: .5, a spring semester course

This course is designed for the student who is serious about participating in forensic activities. Advanced techniques of voice and diction will be explored. Classroom activities would provide the opportunity to learn the basics of rhetoric and logic as they relate to effective speaking. *It is recommended that a student take Speech I first; however, juniors and seniors with some forensic background will be eligible.*

Creative Writing I **013012**

Credit: .5, a fall semester course

This semester course is designed to expand the student's creative writing skills. Goals of the class are to allow each student to become a better writer, a better thinker, and a more effective communicator through the sharing of thoughts and ideas. Writing must be shared with classmates.

Creative Writing II **023012**

11th and 12th graders only who have successfully completed Creative Writing I

Credit: .5, a spring semester course

This semester course is designed to expand the student's writing skills. In-depth writing projects will be required.

Film as Literature **013099**

Credit: .5, a semester course

11th and 12th grade only

Film as Literature is a semester course that includes viewing and studying such classic films. The course will explore the art, language, and creators of film. This course requires a critical and an analytical approach to discuss films and to write about films.

Content Area Reading (2 periods long) **023081**

Teacher recommendation, placement by guidance

Credit: 2, a full year course

The students will learn, practice, and internalize strategies that are essential life-long skills for reading, understanding, and interpreting content specific materials. Skills will include previewing and reviewing print and non-print material, activating prior knowledge, processing and acquiring new vocabulary, organizing information, understanding visual representations, self-monitoring, and reflecting.

Study Skills **013499**

Recommended for 9th grade

Credit: .5, a semester course

The purpose of this semester class will be to provide students with the basic study skills needed in all content area courses. Students will learn about organization, note-taking, reading and writing techniques, analysis, writing summaries, reference materials, test-taking, etc. Students will be exposed to study techniques for high-stake tests, such as the Gateway tests, PLAN, ACT, SAT. Students will be also be given assistance in the development of good study habits.

Teen Leadership **029350**

Recommended for 9th – 12th grades

Credit: 1, a full year course

Would you like to learn skills to promote independence, confidence, and self-reliance? This course is designed for any student who needs to build confidence, promote character, and develop leadership skills through topics such as: principle-based decision-making, choices with consequences, public speaking, personal responsibility, goal-setting, preparation for school-to-work transition, importance of attitude. Students also learn critical skills that benefit them in social interactions through topics such as: conflict resolution, peer mediation, healthy relationships, and resisting peer pressure.

Math Courses

The State of Tennessee requires three credits of mathematics for graduation, but four credits of mathematics are strongly recommended for any path in grades 9-12. The University Path requires credits in Algebra I, Algebra II, and Geometry. The Tech Path requires three credits of mathematics, including Algebra I. For students entering high school in 2005, the Tech Path requires three credits of mathematics, including Algebra I and one math beyond Algebra I. IB students cannot take an IB math course (Math Studies or Mathematics) prior to the 11th grade. Every student is required to pass the Gateway Mathematics Examination in order to receive a regular education diploma. The Gateway exam is given at the completion of Algebra I or Algebra I-B.

MATHEMATICS COURSE SEQUENCE

	Tech Path	University Regular or Dual Path				Honors or IB		
7	7 th Grade Math	7 th Grade Math		Pre-Algebra		Algebra I-A	Algebra I Full Course	
8	8 th Grade Math w/ "C's" or below IAI 5 th grade or below	8 th Grade Math w/ "A's" and "B's" IAI 6 ^h – 8 th grades or Pre-Algebra		Algebra I-A	Algebra I	Algebra I-B	Algebra II or Geometry	
9	Foundations II	Algebra I	Algebra I	Algebra I-B Freshmen	Algebra II or Geometry	Geometry or Algebra II	Geometry Hon or Algebra II Hon	
10	Algebra I	Geometry or Algebra II	Algebra II or Geometry		Geometry or Algebra II	Algebra II or Geometry	Pre-Calc Hon	Adv. Algebra, Statistics, or Statistics AP
11	Tech Geom, Geometry, or Algebra II	Algebra II or Geometry	Geometry or Algebra II		Adv Alg, Statistics, or Discrete Math	Pre-Calculus	Calculus Hon, or Calculus AP	Pre-Calc Hon, Math St IB, Math IB, Statistics, or Statistics AP
12			Adv. Algebra, Discrete Math, Pre-Calculus, or Statistics		Pre-Calculus, or one of 3 listed Above	Discrete Math, Statistics, or Calculus Hon	Statistics, or Statistics AP	Statistics, Statistics AP, Calculus Honors*, or Calculus AP*

* Must have taken Pre-Calculus or Mathematics IB

Foundations II

223131

Teacher recommendation, placement by guidance

Credit: 1, a full year course

Foundations II is designed to emphasize fundamental concepts of algebra. Operations with integers, fractions, and decimals are reviewed. Equations, graphing, elementary geometry, use of data, and simple radicals are some of the topics covered. This course serves as a preparation for Algebra I courses. *Foundations II DOES count as one of the three mathematics credits required for graduation for the Technical Path but not for the University Path.*

Algebra I

223102

Teacher recommendation, placement by guidance

Credit: 1, a full year course

In Algebra I, students study properties of the real number system, exponents, radicals, polynomials, factoring, linear functions and systems of linear functions, linear inequalities, graphing, quadratics, and radicals. Students learn the language of algebra and practice the application of algebraic concepts to real world problems. *Algebra I is required for graduation for both the Technical Path and the University Path. All students enrolled in this course will take the Math Gateway examination as the final exam of the second semester grade.*

Algebra I B **233102**

Recommended for 9th grade students who have successfully completed Algebra I A in Middle School

Credit: 1, a full year course

Algebra I B completes the Algebra I credit for those who took Algebra I A in Middle School. Algebra I A is the first semester of Algebra I extended over one year of instruction, and Algebra I B is the second semester. Special attention is given to fundamental algebraic concepts. A graphing calculator is recommended (TI-83 or TI-84). *All students enrolled in this course take the Math Gateway examination as the final exam of the second semester grade.*

Gateway Algebra **223180**

Mandated by the State Tennessee for students who have completed Algebra I but have not passed the Mathematics Gateway examination required for graduation or for students having difficulty in Algebra I.

Credit: .5 or 1, a one semester course or a full year course, depending on need

This course is offered to students to help them master all the concepts and skills taught in the Algebra I course. Students will do concentrated practice designed to promote success on the Mathematics Gateway exam. *This credit is an elective credit only and DOES NOT count as one of the three math credits required for graduation.*

Technical Geometry **223122**

Successful completion of Algebra I

Credit: 1, a full year course

This course focuses on career and technical applications while studying the same core geometric concepts required in a standard geometry course. There is an emphasis on development of hands-on reasoning. Geometric concepts are taught using practical applications in a contextual style of teaching, including labs and projects. The structure of the course will include teaching groups of skills and concepts followed by their incorporation in a real world application and setting. Students must check with their counselor to determine whether the university of their choice will allow Technical Geometry to replace the Geometry requirement. Technology path students who enter high school in 2005 or later must have at least one credit of the following: Technical Geometry, Geometry, or Algebra II.

Geometry **223108**

Successful completion of Algebra I

Credit: 1, a full year course

Students gain an understanding of basic geometry structures with emphasis on developing reasoning and proof skills. Content includes relationships between points, lines, and planes, congruence, similarity, polygons, circles, area and volume, coordinate geometry, and introductory trigonometry. *Geometry is required for the University Path.*

Geometry Honors **233108**

Successful completion of Algebra I, teacher recommendation, placement by guidance

Credit: 1, a full year course

This course covers all topics of Geometry but in greater depth and at a faster pace. Additional topics include logic, transformations in the plane, 3-D coordinate geometry, introduction to Non-Euclidean Geometry, and the history of geometry. Strong analytical thinking skills beyond the rigors of algebraic computation are essential for this course, which strongly emphasizes the concept of proof. Individual projects and cooperative group work are required. A portfolio assessment is required. *A Geometry course is required for the University Path.*

Algebra II **223103**

Successful completion of Algebra I

Credit: 1, a full year course

Algebra II requires proficiency with operations on signed numbers and fractions is essential. Topics include properties of the real and complex number systems, relations and functions, systems of equations, exponents, radicals, polynomial functions, quadratic equations and relations, rational expressions and equations, probability and statistics. A graphing calculator is recommended (TI-83 Plus). *An Algebra II course is required for the Univ. Path.*

Algebra II Honors **233103**

Successful completion of Algebra I, teacher recommendation, placement by guidance

Credit: 1, a full year course

Honors covers all of the topics of Algebra II, but at a faster pace, at greater depth, and with supplemental topics. Students should have an exceptional mathematical ability. A graphing calculator is recommended (TI-83 Plus). A

portfolio assessment is required. Students are expected to complete a summer review packet and pass a placement test given over these topics. *An Algebra II course is required for the University path.*

ACT Review Mathematics A (pending State approval) 2131??

Successful completion of Algebra II

Credit: .5, a semester course

This course provides students with skills and competencies needed to be successful on the Mathematics ACT. Students will become familiar with the format and the scoring of the ACT, cover mathematics standards useful for the ACT, learn test taking skills, and receive individualized instruction to improve scores.

ACT Review Mathematics B (pending State approval) 2031??

Not completed Algebra II

Credit: .5, a semester course

This course provides students with skills and competencies needed to be successful on the Mathematics ACT. Students will become familiar with the format and the scoring of the ACT, cover mathematics standards useful for the ACT, learn test taking skills, and receive individualized instruction to improve scores.

Advanced Algebra and Trigonometry 223124

Successful completion of Algebra II and Geometry

Credit: 1, a full year course

Advanced Algebra is for college-bound juniors or seniors that need math review in preparation for college. The course reviews and extends concepts of Algebra II. It surveys additional topics, including sequences, series, matrices, probability, statistics, and trigonometry. *A graphing calculator is required (TI-83 Plus recommended).*

Pre-Calculus 223126

Successful completion of Algebra II and Geometry

Credit: 1, a full year course

Pre-Calculus combines topics from areas of higher mathematics, including analytical geometry, sequences and series, conic sections, functions, trigonometry, probability and statistics. This course prepares students for both College Algebra and Calculus. *A graphing calculator is required (TI-83 Plus recommended).*

Pre-Calculus Honors 233126

Successful completion of Algebra II and Geometry, teacher recommendation, placement by guidance

Credit: 1, a full year course

This course is intended for students with heightened abilities in mathematics as well as an excellent work ethic. It is a challenging, fast-paced, in-depth study of trigonometry, complex numbers, analytical geometry, sequences and series, probability, exponential and logarithmic functions, graphs, vectors, and beginning calculus. A portfolio assessment is required. Students are expected to complete a summer enrichment assignment that reviews previous learning and pass a class assessment of the material. *A graphing calculator is required (TI-83 Plus recommended).*

Discrete Mathematics (with Statistics and Probability) 223135

Successful completion of Geometry, and Algebra II

Credit: 1, a full year course

In Discrete Math, students investigate real-world problems relating to election theory, rankings, logic, sequences, networks, counting, probability, game theory and various other topics. They will work individually and in cooperative groups using appropriate technology (graphing calculators and computers). *A graphing calculator is required (TI-83 Plus recommended).*

Statistics 213136

Successful completion of Geometry and Algebra II

Credit: 1, a full year course

Statistics introduces students to the basic concepts of both descriptive and inferential statistics. Topics include collection and display of data, analysis of data, and drawing conclusions based data analyses. Students must have a good understanding of equation solving and be comfortable working with functions and their graphs. The course is designed for students who plan to pursue a college major such as psychology, education, history, or journalism. *The TI-83 or TI-83Plus graphing calculator is required.*

Math Studies IB **223140**

Successful completion of Algebra II and Geometry, teacher recommendation, placement by guidance

Credit: 1, a full year course

This course combines topics from areas of higher mathematics, including analytical geometry, sequences and series, conic sections, functions, trigonometry, probability and statistics. *A graphing calculator is required (TI-83 Plus recommended). Students should consider taking Statistics before or concurrently with this course. IB students are prepared to take the standard level Math Studies examination in May.*

Mathematics IB **233141**

Successful completion of Algebra II Honors and Geometry Hon., teacher recommendation, placement by guidance

Credit: 1, a full year course

This course is a challenging, fast-paced, in-depth study of trigonometry, complex numbers, analytical geometry, sequences and series, probability, exponential and logarithmic functions, graphs, vectors, and beginning calculus. *A graphing calculator is required (TI-83 Plus recommended). Students should consider taking Statistics before or concurrently with this course. IB students are prepared to take the standard level Mathematics examination in May.*

Statistics AP **243129**

Successful completion of Geometry and Algebra II, teacher recommendation, placement by guidance

Credit: 1, a full year course

Statistics AP introduces students to the major concepts and processes of collecting/analyzing data and making inferences for a population from a sample. A good command of concepts of equation solving and working with functions and their graphs of Algebra II is essential. Students must quickly master computational skills and apply higher-order thinking skills (example: compare, contrast, and synthesize). The course culminates in a comprehensive review to allow students to take the Advanced Placement examination in May. Success on the AP exam may earn the student college credit. *The TI-83 or TI-83 Plus graphing calculator is required.*

Calculus Honors **233113**

Successful completion of Pre-calculus, teacher recommendation, placement by guidance

Credit: 1, a full year course

This is an introductory course for students who will take calculus as part of a college program. First semester topics include functions, limits, differentiation, and applications of differentiation. Second semester covers integration and its applications. A portfolio assessment is required. *A graphing calculator required (TI-83 or TI-83 Plus recommended).*

Calculus AB AP **243127**

Successful completion of Pre-Calculus, teacher recommendation, placement by guidance

Credit: 1, a full year course

Calculus AB Advanced Placement is a preparatory course for the advanced placement test for college credit. The topics include topics of Calculus Honors as well as other techniques of integration, with emphasis on theoretical proof and justification of conclusions. *Appropriate study will require approximately 40 minutes daily.* The content is covered at a quicker pace than Honors in order to allow for the students to spend approximately six weeks in review and practice for the end of course exam in May. Success on the AP exam may earn the student college credit. *A graphing calculator is required (TI-83 Plus recommended).*

Calculus BC AP **243128**

Successful completion of Pre-Calculus, teacher recommendation, placement by guidance

Credit: 1, a full year course

Calculus BC is recommended for only the very strongest math students as the course moves very quickly and requires advanced analytical thinking skills. Calculus BC covers all topics of Calculus AB as well as parametrics, polar, and vector functions, improper integrals, slope fields and Euler's Method, advanced differential equations, sequences and series, and approximating curves with series. *Appropriate study will require approximately 60 minutes daily.* Students spend about three weeks in review and practice for the end of course exam in May. Success on the AP exam may earn the student college credit. *A graphing calculator is required (TI-83 Plus recommended).*

Science Courses

The State of Tennessee requires three units of science for graduation. All science courses include laboratory experiences. At least one unit must be drawn from the physical sciences, and at least one unit must be drawn from the life sciences. All students must take Biology I and pass the Biology I Gateway examination to graduate.

SCIENCE COURSE SEQUENCE RECOMMENDATIONS

	TECHNICAL	COLLEGE	HONORS		IB
8	General Science	General Science	General Science	Physical Science	Physical Science
9	Physical Science	Physical Science	Physical Sci Hons	Biology I Honors	Biology I Honors
10	Biology I	Biology I	Biology I Honors	Chemistry I, Chemistry I Honors, Ecology Honors	Chemistry I or Chemistry I H
11	Ecology or Chemistry I	Chemistry I or Ecology	Chemistry I, Chemistry I Honors, Ecology Honors	Biology II, Biology AP/IB, Chemistry II, Chemistry AP, Physics Honors, Ecology, Ecology Honors, Anat & Phys H, Environ Science AP	Biology AP/IB (HL)
12	(Chemistry I or Ecology	Biology II, Biology AP/IB, Chemistry I, Chemistry II, Chemistry AP, Ecology Honors Physics Honors, Anatomy & Phys H, Environ Science AP, Physics B AP	Biology II, Biology AP/IB, Chemistry II, Chemistry AP, Ecology Honors Physics Honors, Anat & Phys H, Environ Science AP, Physics B AP,	Biology II, Biology AP/IB, Chemistry II, Chemistry AP, Ecology Honors Anat & Phys H, Environ Science AP, Physics B AP,	Biology Advanced Topics IB (HL)

Physical Science

323202

Taken concurrently with Foundations II or Algebra I

Credit: 1, a full year course

Topics covered in this introductory chemistry and physics course include: Classical Newtonian studies of motion, wave characteristics, chemical and physical properties of matter, chemical equations, electricity and magnetism, etc. This course is laboratory centered. Physical Science or Chemistry is required for graduation. *Lab fee required.*

Physical Science Honors

333202

Taken concurrently with Geometry, teacher recommendation, placement by guidance

Credit: 1, a full year course

This course involves abstract thinking, extensive math usage, and homework. Topics covered in this introductory chemistry and physics course include motion, electrical and wave studies, chemical and physical properties of matter, chemical equations, and the mole concept. The course is laboratory oriented. Physical Science or Chemistry is required for graduation. *Lab fee required.*

Biology I

323210

Successful completion of a physical science course

Credit: 1, a full year course

Biology I investigates such topics as cellular structure and function, genetic continuity, interactions, diversity, biochemical pathways, and evolutionary theory. A major emphasis is placed on laboratory investigations involving microscope usage and dissections. Biology I is a required course for graduation. *Lab fee required. Upon completion of this course, all students take the Biology I Gateway examination as the final exam of their second semester grade. Students are required to pass the Biology I Gateway examination to graduate.*

Biology I Honors 333210

Teacher recommendation and placement by guidance, successful completion of a physical science course

Credit: 1, a full year course

Biology I Honors is similar to Biology I Regular; however, Biology I Honors involves introductory biochemistry, extensive homework, and course requirements that are more strenuous and demanding than those of Biology I Regular. Evaluations and projects exhibit increased complexity. Biology I is a required course for graduation. *Lab fee required. Upon completion of this course, all students take the Biology I Gateway examination as the final exam of their second semester grade. Students are required to pass the Biology I Gateway examination to graduate.*

Gateway Biology 323280

Mandated by the State of Tennessee for students who have completed Biology but have not passed the Gateway Biology examination required for graduation or for students having difficulty in Biology I.

Credit: 1, a full year course

This course is offered to students to help them master the all concepts and skills taught in Biology. Students will do concentrated practice designed to promote success on the Gateway exam. *This credit is elective credit only and DOES NOT count as one of the three science credits required for graduation.*

ACT Review Science (pending State approval) 3132??

Credit: .5, a semester course

This course provides students with skills and competencies needed to be successful on the Science ACT. Students will become familiar with the format and the scoring of the ACT, cover science standards useful for the ACT, learn test taking skills, and receive individualized instruction to improve scores.

Ecology 323255

Successful completion of Biology I

Credit: 1, a full year course

Ecology enables students to develop an understanding of the natural environment and the environmental problems the world faces. Students will investigate fundamental ecological principles, population dynamics, natural resources, human interactions with the environment, and personal and civic responsibility. An emphasis will be placed on hands-on activities and labs to develop understanding of these concepts. *Lab fee required.*

Ecology Honors 333255

Successful completion of Biology I, teacher recommendation, placement by guidance

Credit: 1, a full year course

Honors Ecology is a college preparatory course that will provide an in depth study of populations, biodiversity, ecosystems, and human impact. This course is designed to help students understand the environment, ecological issues, and human responsibility. Students will participate in lab activities and various projects. Students must have made a grade of 81 or above in Honors Biology or 91 in Biology. *Lab fee required.*

Chemistry I 323221

Taken concurrently with Algebra II, Math and Science teacher recommendations, placement by guidance

Credit: 1, a full year course

Chemistry is a college preparatory course that covers structure and behavior of matter, chemical nomenclature, reaction prediction, stoichiometry, gas laws, atomic and molecular structure, solutions, thermochemistry, and acid-based theory. Chemistry is a math based course involving mathematical application, as well as abstract thinking skills and problem solving. Homework is assigned nightly. The course is laboratory centered. Either Chemistry or Physical Science is required for graduation. *Lab fee required.*

Chemistry I Honors 333221

Taken concurrently with Algebra II, Math and Science teacher recommendations, placement by guidance

Credit: 1, a full year course

Chemistry Honors is college preparatory course designed for students who have some background in atomic structure and writing chemical formulas and equations. Topics covered include reaction prediction, moles, stoichiometry, gas laws, atomic and molecular structure, solutions, thermodynamics, and acid-based theory. Chemistry is a math based course involving mathematical application, as well as abstract thinking skills and problem solving. Strong math and analytical thinking skills are required. The course is laboratory centered. Some time

before or after school will be required to complete labs. Homework is assigned nightly. Either Chemistry or Physical Science is required for graduation. *Lab fee required.*

Chemistry II **323224**

Successful completion of Chemistry I

Credit: 1, a full year course

Chemistry II is a lab-oriented, math-based continuation of Chemistry I. Students will investigate, in greater depth, the fundamental make-up of matter, the interactions of matter, and the energy of such interactions. Students planning on taking chemistry in college will benefit from this course. *Lab fee required.*

Biology II **323216**

Successful completion of Biology I and Chemistry I

Credit: 1, a full year course

Biology II is a lab-based course that introduces students to major specialty areas of biology, including comparative anatomy and zoology, embryology, genetics, immunology, microbiology and botany. Students planning on taking biology in college will benefit from taking this course. *Lab fee required.*

Human Anatomy and Physiology Honors **333251**

Teacher recommendation, placement by guidance, successful completion of Biology I and Chemistry

Credit: 1, a full year course

Anatomy and Physiology Honors focuses on the structure and function of the human body. Students will investigate anatomical orientation and systems related to the following themes: (1) Protection, (2) Support and Movement, (3) Integration and Regulation, (4) Transportation, (5) Absorption and Excretion, and (6) Reproduction, Growth and Development. This course is designed for students interested in health and medical careers. *Animal dissections are a required part of the course; no exceptions will be granted. Lab fee required.*

Physics Honors **333231**

Teacher recommendation, placement by guidance, taken concurrently with Pre-calculus or Calculus, successful completion of Chemistry

Credit: 1, a full year course

Physics Honors is a college preparatory class comprised of a study of mechanics, heat, light, sound, and electricity. Applications of theory to engineering are stressed Mathematical problem solving (assuming some knowledge of Trig), graph interpretation, laboratories, and lab reporting emphasized. *Lab fee required.*

Environmental Science AP **343236**

Teacher recommendation, placement by guidance, successful completion of a biological science, a chemical science, and Algebra I

Credit: 1, a full year course

The goal of Environmental Science AP is to reflect what is found in many introductory college courses in environmental science. The main topics to be covered are energy, the earth, the human impact on natural systems, and environmental problems. The course provides an opportunity for students to enroll in a more advanced laboratory course as well as fulfill a basic college science requirement. Students will be prepared to take the College Board AP exam in May for the chance of earning college credit. Summer assignment required. *Lab fee required.*

Biology AP/IB **343218**

Teacher recommendation, placement by guidance, successful completion of Biology I Honors and Chemistry I Honors

Credit: 1, a full year course

Biology AP/IB's mission is to provide an opportunity for high school students to pursue and receive credit for college level course work. The course is designed to be the equivalent of a college introductory biology course taken by biology majors. Three themes of the course are (1) Molecules and Cells, (2) Heredity and Evolution, and (3) Organisms and Populations. Experimental laboratory exercises are required activities. Time outside of the regular school day may be required. Students will be prepared to take the College Board AP exam in May for the chance of earning college credit. IB juniors should take this course as the first year of the two-year Higher Level science requirement for the IB diploma. Summer assignment required. *Lab fee required.*

Biology Advanced Topics IB**343215***Teacher recommendation, placement by guidance, successful completion of Biology AP/IB**Credit: 1, a full year course*

Biology Advanced Topics IB continues studies in biology for International Baccalaureate students after taking Biology AP/IB. The primary focus will be on developing a broad understanding of the principles of Biology with these basic concepts investigated: human anatomy and physiology, neurology and behavior, homeostasis within living systems, and botany. Independent research projects will be conducted. IB students take this course to complete their two-year Higher Level science requirement for the IB Diploma. Other students who have taken Biology AP/IB and wish to advance to higher topics may also take this course. Summer assignment required. *Lab fee required*

Chemistry AP**343225***Recommendation of teacher, placement by guidance, successful completion of Chemistry 1 Honors**Credit: 1, a full year course*

AP Chemistry is designed to be the equivalent of freshman college chemistry. In-depth topics focus on thermodynamics, equilibrium, acid base theory, electrochemistry, and organic chemistry to prepare students for the AP exam. Strong math ability and analytical thinking skills are required. Students should be self-directed learners. Some time before or after school will be required to complete lab work. Students will be prepared to take the College Board AP exam in May for the chance of earning college credit. Summer assignment required. *Lab fee required.*

Physics B AP**343233***Recommendation of teacher, placement by guidance, a grade of A or B in Pre-Calculus**Credit: 1, a full year course*

Physics B AP is designed to be representative of courses commonly offered in colleges and universities. It will develop students' abilities to read, understand, and interpret physical information; describe and explain the sequence of steps in the analysis of a problem or phenomenon; use mathematical reasoning; and perform experiments. The course is designed to be the equivalent of an introductory college physics course for students in the life sciences, pre-medicine, and some other fields. This exam covers topics in mechanics, electricity and magnetism, fluid mechanics and thermal physics, waves and optics, and atomic and nuclear physics. Students will be prepared to take the College Board AP exam in May for the chance of earning college credit. *Lab fee required.*

Social Studies Courses

The State of Tennessee requires three units of social studies courses that must include a world history or world geography, United States history, economics, and government.

SOCIAL STUDIES COURSE SEQUENCE RECOMMENDATIONS

	COLLEGE or TECHNICAL	HONORS	IB
9	World Geography and/or World History	Ancient History Honors	Ancient History Honors
10		World History Honors or European History AP	European History AP and Economics Honors
11	U.S. History	U.S. History Honors or U.S. History AP	U.S. History AP/IB
12	Economics and U.S. Government	Economics Honors and American Government Honors or American Government AP	History of the Americas IB Theory of Knowledge

World Geography

423410

Credit: 1, a full year course

World Geography provides students with an overview of physical and cultural geography. It explains the inter-relationships between people's culture and governments. Units 1 and 2 introduce the students to the study of geography. The remainder of the course covers each continent in detail. Upon completion of this course, students should be familiar with the various land and water forms that make up the face of the earth.

Ancient History Honors

433402

Teacher recommendation, placement by guidance

Credit: 1, a full year course

Ancient World History Honors is a comprehensive study of the geography and history of the leading civilizations of the world from ancient society up to but not including the Renaissance, approximately 2000 BC to 1450 AD. Emphasis is placed on Western Civilization with some study of China and India.

World History

423401

Credit: 1, a full year course

World History is a comprehensive study of the leading civilizations of the world from the Renaissance to the present. Emphasis is placed upon European history.

World History Honors

433401

Teacher recommendation, placement by guidance, successful completion of Ancient World History Honors

Credit: 1, a full year course

This course is meant as a continuation of Ancient World History Honors. This is an accelerated course that delves deeply into the geography and history of Western civilization, roughly from the Renaissance period to the present. Major areas covered are the Reformation, rising modern states, absolute and constitutional monarchies, Enlightenment, Revolution, WWI and WWII and the events that followed the wars.

European History AP

443441

Teacher recommendation, placement by guidance, successful completion of Ancient World History Honors

Credit: 1, a full year course

European History AP is an in-depth study of events from the Renaissance to the present in Western civilization. It is a survey of the chief political, social, and intellectual developments of Western civilization. Significant parallel reading, critical thinking, and essay-format work is required. Summer assignments are required for this course. *The class is designed to prepare students to take the AP European History exam in May.*

U.S. History 423405

Credit: 1, a full year course

U.S. History is a comprehensive study of the American Nation. Though it may include a short refresher course of early American history, including the American Revolution, formation of the U.S. government, and the Civil War, the greater emphasis of the course will be on Reconstruction and reform in government, the Industrial Revolution, the major wars of the twentieth century, and major events of the last four decades of the twentieth century.

U.S. History Honors 433405

Recommendation of teacher, placement by guidance

Credit: 1, a full year course

U.S. History Honors is an accelerated course, which details events in American history from pre-discovery to the post World War II era. The course material is *similar* to regular U. S. History but requires more detailed work at a faster pace. IB students should NOT enroll in this course. *Outside readings and essay-format writing will be required.*

U.S. History AP/IB 443406

Teacher recommendation, placement by guidance

Credit: 1, a full year course

U.S. History AP/IB is a stringent college-level course that traces America's past from pre-discovery to post-World War II in an in-depth manner. Discussion/essay format testing is used as well as extensive outside reading, historical and analytic essays, research assignments, and discussions. Critical and analytic thinking are aspects of the course. Students earn college credit by passing the Advanced Placement U.S. History Examination in May. IB students take this course to fulfill the two-year studies in history. Summer assignments are required for this course. *Outside readings and essay-format writing will be required.*

History of the Americas IB 443409

Credits in U.S. History AP/IB and History of the Americas substitute for .5 credit in U.S. Government

Credit: 1, a full year course

History of the Americas IB completes the U.S. History AP/IB course. The curriculum integrates history of the United States with history of the Western hemisphere. Topics include the colonial period, the formation of new governments, the establishment of Canada and Mexico, industrialization, Latin societies, and hemispheric relations. Students who complete this course fulfill the State's requirement to take U.S. Government. This course fulfills the two year history requirement for IB students and prepares IB students to take the higher level history examination. Other students who have taken U.S. History AP/IB and wish to advance to higher topics may also take this course.

Economics 423431

Credit: .5, a fall or spring semester course

Economics is a social science or study of how man's wants and needs are met. This is also the study of supply and demand. The process involves the problem of scarcity and the elements of production, i.e., land, labor, and capital. Consumer aspects are covered in banking, credit, insurance, labor, and how business is organized for production. The economic systems of other nations are also studied. *This course is usually paired with U.S. Government.*

Economics Honors 433431

Teacher recommendation, placement by guidance

Credit: .5, a fall or spring semester course

This course follows the basic topics of study as in Economics but with an emphasis on Macro Economics. The course will require higher order thinking skills as well as strong reading and writing skills. Students will be required to "stay current" with national and world economic issues, using information for essay-format writing and projects. *This course is usually paired with U.S. Government Honors or AP.*

U.S. Government 423407

Credit: .5, a fall or spring semester course

American Government is a one-semester course focusing on the structure and participation in the American political process. Emphasis is placed on the federal level of government with detailed study of the Constitution. *This course is usually paired with Economics.*

U.S. Government Honors: Constitution Law/Studies 433407

Teacher recommendation, placement by guidance

Credit: .5, a fall or spring semester course

U.S. Government Honors will focus on the American political process while emphasis will be placed on Constitutional issues and decisions. This course will enable students to evaluate and analyze actual court decisions as well as examine the federal level of government in detail. Strong reading and writing skills are required. *This course is usually paired with Economics Honors.*

U.S. Government and Politics AP 443445

Teacher recommendation, placement by guidance

Credit: .5, a spring semester course

This course will place emphasis on the following: American institutions of government, politics, and political theories and processes, voter behavior, governmental impact on public policy and civil rights and liberties as applicable to government and the Supreme Court. Students will be required to write essays and analyze and interpret data. Due to the contemporary nature of the U.S. Government and Politics AP Exam students must "stay current" with national affairs through broadcast and print media. *Students are prepared to take the AP exam in May. This course is usually paired with Economics Honors.*

Sociology 413432

Credit: .5, a fall or spring semester course

Sociology is designed to study human group relationships. A comparative study of the elements, interactions and challenges of various cultures is the primary material explored with an emphasis on American society.

Psychology I 413433

Recommended for 10th, 11th, and 12th grades

Credit: .5, a one semester course

Psychology I covers human development, which includes early development and development from puberty to old age. Other topics of study include physiological processes, sensation and perception, learning, remembering, and language and communication. *The course is usually paired with Psychology II.*

Psychology II 423433

Recommended for 10th, 11th, and 12th grades, successful completion of Psychology I

Credit: .5, a spring semester course

Psychology II is a continuation of Psychology I and helps students understand human behavior. Main topics of study include motivation, emotion, and personality, testing, social psychology, and research processes. Good writing skills are recommended. There are at least two major papers required in Psychology II.

Psychology AP/IB 443434

For 11th and 12th grades, teacher recommendation, placement by guidance

Credit: 1, a full year course

The course covers the underlying causes of human behavior. Emphasis will be placed on biological, cognitive, and behavioral factors involved in human behavior. Other topics of study will include abnormal behaviors and treatments, development, and personality. Students will be required to complete numerous outside readings and a replication experiment. *Students are prepared to take the Advanced Placement exam in May. IB students are prepared to take the standard level IB examination in May.*

Theory of Knowledge IB 443079

For 12th grade only, teacher recommendation, placement by guidance

Credit: 1, a full year course

The Theory of Knowledge course is an analytical and abstract look at the process of acquiring knowledge. "What can we know?" and "How can we know?" are the two central questions. The course will explore the nature of the individual as a knower; the function of reason, perception, language, and emotion as ways of knowing; and the disciplines human science, history, natural science, math, the arts, and ethics as areas of knowledge. Various readings, discussions, activities, and the work of historic knowledge theorists will form the basis of the curriculum. Put succinctly, a Franklin High IB graduate has described the course as "thinking about thinking." *This course is open only to students pursuing the International Baccalaureate Diploma.*

Foreign Language Courses

Two years of the same language are required for college admission and completion of the university prep path. Any student who passes the first semester but not the second should make up the second semester in summer school. If this is not done, the student will not be allowed to continue with the second year of the language during the next school year. Foreign language courses taken in middle school do not erase the two-year requirement in high school but merely accelerate the level of courses taken in high school.

FOREIGN LANGUAGE COURSE SEQUENCE RECOMMENDATIONS

	<i>STANDARD</i>	<i>HONORS</i>		<i>IB</i>
1 st year	French I German I Spanish I	French I Honors German I Honors Spanish I Honors	French I Honors German I Honors Spanish I Honors	French I Honors Spanish I Honors (8 th grade)
2 nd year	French II German II Spanish II	French II Honors German II Honors Spanish II Honors	French II Honors German II Honors Spanish II Honors	French II Honors Spanish II Honors
3 rd year	French III German III Honors Spanish III	French III Honors German III Honors Spanish III Honors	French III Honors German III Honors Spanish III Honors Pre-AP/IB	French III Honors Spanish III Honors Pre-AP/IB
4 th year	French IV Honors German IV Honors Spanish IV Honors	French IV Honors German IV Honors Spanish IV Honors	French AP Language German AP Language Spanish AP Language	French AP Language Spanish AP Language
5 th year	French AP Language German AP Language Spanish AP Language	French AP Language German AP Language Spanish AP Language or Spanish AP Literature	French IB Spanish AP Literature	French IB Spanish IB

Note: Once students have selected a path, they may only move from right to left on the chart. Taking Spanish III after completing Spanish II Honors, for example, is acceptable.

French I

123041

Credit: 1, a full year course

French I students are introduced to the four basic skills of foreign language, listening, reading, speaking, and writing. Learning occurs through an exposure to a variety of teaching methods to ensure oral and written competency at the novice level. *A fee is required.*

French I Honors

133041

Teacher recommendation, placement by guidance

Credit: 1, a full year course

French I Honors students are introduced to the four basic skills of a foreign language, listening, reading, speaking, and writing at an accelerated pace. Learning occurs through an exposure to a variety of teaching methods to ensure oral and written competency at the novice level. Vocabulary acquisition and knowledge of basic grammar principles are also a primary focus. Students will be required to complete an electronic portfolio of work. *A class and National French Exam fee is required.*

French II

123042

Successful completion of French I or French I Honors

Credit: 1, a full year course

French II students continue development of foreign language skills. These skills encourage mastery of oral and written communication at the novice level and introduction to skills associated with the intermediate level. *A fee is required.*

French II Honors 133042

Teacher recommendation, placement by guidance, successful completion of French I Honors

Credit: 1, a full year course

French II Honors students continue to develop vocabulary acquisition and speaking fluency at an accelerated pace. A stronger emphasis is placed on grammatical principles, listening, and writing accurately in the language. Students begin to develop intermediate skills at this level. IB candidates should be enrolled in this course. Students will be required to complete an electronic portfolio of work. Summer assignments are required for this course. *A class and National French Exam fee is required.*

French III 123043

Teacher recommendation, placement by guidance, successful completion of French II or French II Honors

Credit: 1, a full year course

French III students will continue to expand their abilities to read, write, and listen in the target language. French III delves deeper into the grammar and structures of the language and furthers skills at the intermediate level. Fluency and comprehension is encouraged through reading, writing, listening, and speaking activities. Summer assignments are required for this course. *A class fee is required.*

French III Honors 133043

Teacher recommendation, placement by guidance, successful completion of French II or French II Honors

Credit: 1, a full year course

French III Honors students continue to develop vocabulary acquisition and speaking fluency at an accelerated pace. The study of grammatical principles continues. Fluency is encouraged through reading, writing and listening activities. IB candidates should be enrolled in this course during the sophomore year. Students will be required to complete an electronic portfolio of work. Summer assignments are required for this course. *A class and National French Exam fee is required.*

French IV Honors 133044

Teacher recommendation, placement by guidance, successful completion of French III Honors

Credit: 1, a full year course

French IV Honors students continue to develop vocabulary acquisition and speaking fluency. Emphasis is placed on refining listening, speaking, reading, and writing skills. Students will be required to complete an electronic portfolio of work. Summer assignments are required for this course. *A class and National French Exam fee is required.*

French Language AP 143045

Teacher recommendation, placement by guidance, successful completion of French III Honors

Credit: 1, a full year course

AP French Language is designed to provide students with a learning experience comparable to that of a course in French Composition and Conversation at the third-year college level. Students engage in activities that encourage the development of reading, listening, speaking, and writing. Vocabulary expansion continues at an accelerated pace, and grammar skills are refined in preparation for the College Board AP Exam that is given in May. IB candidates should be enrolled in this class in their junior year. Summer assignments are required for this course. *A class and National French Exam fee is required.*

French IB 143049

Teacher recommendation, placement by guidance, successful completion of French AP

Credit: 1, a full year course

The goal of the second year of IB French is to develop in each student the ability to engage in meaningful communication in the French language. Grammar is taught in context and as a means to improve understanding and interaction. The development of proficiency in listening, reading, speaking, and writing is the primary concern. The student immerses himself in the target language through interacting with the instructor and his peers, analyzing written material, and listening to a diverse range of contexts. French is used as a tool for communication in the classroom encouraging both the student's abilities and self-confidence in the language. By reading a variety of authentic materials, the student's understanding of the language and of the diverse nature of the people and countries of the Francophone world deepens. Summer assignments are required for this course. *A class fee is required.*

German I **123051**

Credit: 1, a full year course

German I students are introduced to the four basic skills of foreign language, listening, reading, speaking, and writing. Special emphasis is placed on vocabulary acquisition and grammar fundamentals. Learning occurs through exposure to a variety of teaching methods and performance-based assessments to ensure oral and written competency at the novice level. *A class fee is required.*

German I Honors **133051**

Teacher recommendation, placement by guidance

Credit: 1, a full year course

German I Honors students are introduced to the four basic skills of a foreign language, listening, reading, speaking, and writing at an accelerated pace. Learning occurs through an exposure to a variety of teaching methods and honors level performance-based assessments to ensure oral and written competency at the novice level. An honors portfolio will be maintained for assessment and evaluative purposes. *A class fee is required.*

German II **123052**

Successful completion of German I or German I Honors

Credit: 1, a full year course

German II students continue development of foreign language skills. These skills encourage mastery of oral and written communication at the novice level and eventually the intermediate level. Authentic engagement in performance-based assessments promotes interactive and independent learning experiences. *A class fee is required.*

German II Honors **133052**

Teacher recommendation and placement by guidance, successful completion of German I or German I Honors

Credit: 1, a full year course

German II Honors students continue to develop vocabulary acquisition and speaking fluency at an accelerated pace. A stronger emphasis is placed on grammar, listening, reading, and writing accurately in the language. Students are exposed to authentic reading materials and real-life applications through a variety of performance-based assessments. An honors portfolio will be maintained for assessment and evaluation purposes. *A class and National German Exam fee is required.*

German III Honors **133053**

Teacher recommendation, placement by guidance, successful completion of German II or German II Honors

Credit: 1, a full year course

German III Honors students acquire more sophisticated vocabulary and gain fluency at or near the intermediate level as evidenced in their reading, writing, listening and speaking skills. Advanced grammar principles are introduced while fundamental concepts are reviewed, incorporated, and synthesized. Course content is introduced in the target language via thematic units pulled from literature, film, history, and music. An honors portfolio will be maintained for assessment and evaluation purposes. *A class and National German Exam fee is required.*

German IV Honors **133054**

Teacher recommendation, placement by guidance, successful completion of German III or German III Honors

Credit: 1, a full year course

German IV Honors students acquire more sophisticated vocabulary and gain fluency at or near the advanced level. Students are expected to communicate in the target language in order to maintain fluency. Grammar instruction is incorporated in thematic units pulled from literature, film, history, and music. Students are expected to write frequently at the advanced level. An honors portfolio will be maintained for assessment and evaluation purposes. *A class and National German Exam fee is required.*

German Language AP **143055**

Teacher recommendation and placement by guidance, successful completion of German III Honors

Credit: 1, full-year course

German IV AP students develop and refine their speaking, listening, reading, and writing skills at the advanced level. Communication is done exclusively in the target language. Fluency is further developed through advanced thematic units pulled from literature, film, history, and music. Special emphasis is placed on preparation for the College Board AP Exam given in May. *Class and National German Exam fees are required*

Spanish I **123021**

Credit: 1, a full year course

Spanish I students are introduced to the four basic skills of foreign language: listening, reading, speaking, and writing. Learning occurs through an exposure to a variety of teaching methods to ensure oral and written competency at the novice level. Vocabulary acquisition and knowledge of basic grammar principles are also a primary focus. *A class fee is required.*

Spanish I Honors **143021**

Teacher recommendation, placement by guidance

Credit: 1, a full year course

Students are introduced at an accelerated and intensive pace to the four basic skills of a foreign language: listening, reading, speaking, and writing. Learning occurs through an exposure to a variety of teaching methods to ensure oral and written competency at the novice level. Vocabulary acquisition and knowledge of foundational grammar principles are a primary focus. Students will be required to complete an electronic portfolio of work. *A class and National Spanish Exam fee is required.*

Spanish II **123022**

Successful completion of Spanish I or Spanish I Honors

Credit: 1, a full year course

Students continue to develop vocabulary and grammar skills. A stronger emphasis is placed on grammatical principles, listening, and writing accurately in the language. Students begin to develop reading skills at this level. *A class fee is required.*

Spanish II Honors **143022**

Teacher recommendation, placement by guidance, successful completion of Spanish I or Spanish I Honors

Credit: 1, a full year course

Spanish II Honors students continue to develop vocabulary acquisition and grammar skills at an accelerated and intensive pace. A stronger emphasis is placed on grammatical principles, listening, and writing accurately in the language. Students begin to develop intermediate reading skills at this level. IB candidates should be enrolled in this course. Students will be required to complete an electronic portfolio of work. Summer assignments are required for this course. *A class and National Spanish Exam fee is required.*

Spanish III **123023**

Teacher recommendation, placement by guidance, successful completion of Spanish II or Spanish II Honors

Credit: 1, a full year course

Spanish III students will expand their abilities to read, write, and listen in the target language. Spanish III is much more grammar-intensive than levels I and II. Fluency is encouraged through reading, writing, listening and speaking activities. Summer assignments are required for this course. *A class fee is required.*

Spanish III Honors **133023**

Teacher recommendation, placement by guidance, successful completion of Spanish II or Spanish II Honors

Credit: 1, a full year course

Spanish III Honors is an accelerated class appropriate for the highly motivated language learner. The course combines a review of essential grammatical structures, especially verb tenses, with an introduction to the finer points of the language. The curriculum emphasizes advanced grammar usage and acquisition of vocabulary in order to establish a strong foundation for further studies in Spanish. Students will be required to complete an electronic portfolio of work. Summer assignments are required for this course. *A class fee is required.*

Spanish III Honors Pre-AP/IB **143023**

Teacher recommendation, placement by guidance, successful completion of Spanish II Honors

Credit: 1, a full year course

This intensive course is appropriate for the highly motivated student who will enroll in AP Spanish Language the following year. The course focuses on the study of the 17 verb tenses of the Spanish language. The curriculum emphasizes advanced grammar usage and acquisition of vocabulary in order to establish strong writing and reading skills required for success in AP Spanish. IB candidates must enroll in this course. Students will be required to complete an electronic portfolio of work. Summer assignments are required for this course. *A class fee is required.*

Spanish IV Honors**133024**

Teacher recommendation, placement by guidance, successful completion of Spanish III Honors

Credit: 1, a full year course

Spanish IV Honors students refine and enhance concepts including grammar techniques, conversational skills, reading and listening comprehension, and studies of various aspects of the Spanish-speaking cultures. Vocabulary is broadened, written and oral fluency are increased, and an emphasis is placed on the study of Spanish literature. Students will be required to complete an electronic portfolio of work. Summer assignments are required for this course. *A class and National Spanish Exam fee is required.*

Spanish Language AP**143025**

Teacher recommendation, placement by guidance, successful completion of Spanish III Honors or Spanish IV Honors

Credit: 1, a full year course

AP Spanish Language is designed to provide students with a learning experience comparable to that of a course in Spanish Composition and Conversation at the third-year college level. Students engage in activities that encourage the development of reading, listening, speaking, and writing. Vocabulary expansion continues at an accelerated pace, and grammar skills are refined in preparation for the College Board AP Exam that is given in May. IB candidates should be enrolled in this class their junior year. Summer assignments are required for this course. *A class fee is required.*

Spanish Literature AP**143026**

Teacher recommendation, placement by guidance, successful completion of Spanish Language AP or Spanish IV

Credit: 1, a full year course

The Spanish Literature AP course is designed to provide students with a learning experience equivalent to that of a third-year college course in Spanish literature. The course introduces students to the formal study of a representative body of Peninsular and Latin American literary texts in preparation for the College Board AP Exam that is given in May. Summer assignments are required for this course. *A class fee is required.*

Spanish IB**143029**

Teacher recommendation, placement by guidance, successful completion of Spanish Language AP

Credit: 1, a full year course

The goal of IB Spanish is to develop in each student the ability to engage in meaningful communication in the Spanish language. Grammar is taught in context and as a means to improve understanding and interaction. The development of proficiency in listening, reading, speaking, and writing is the primary concern. The student immerses himself in the target language through interacting with the instructor and his peers, analyzing written material, and listening to a diverse range of contexts. Spanish is used as a tool for communication in the classroom encouraging both the student's abilities and self-confidence in the language. By reading a variety of authentic materials, the student's understanding of the language and of the diverse nature of the people and countries of the Spanish-speaking world deepens. Summer assignments are required for this course. *A class fee is required.*

Fine Arts Courses

Visual Art I

523501

Credit: 1, a full year course

This course is an introduction to drawing, painting, and principles of design. Color theory, perspective, painting, and drawing techniques are explored with various media. Art history is also covered. This course fulfills the fine arts credit required for graduation. *An art fee is required.*

Visual Art II

523502

Successful completion of Art I

Credit: 1, a full year course

Art II is designed to perfect skills of drawing and painting used in Art I and to develop individual styles. Printmaking, sculpture, and other media are explored with emphasis on design. Art history is also covered. *An art fee is required.*

Visual Art III

523503

Teacher recommendation, successful completion of Art II

Credit: 1, a full year course

Application and development of skills acquired from Art II, emphasizing perfection of techniques and exploration in new areas of art in an advanced manner. Portfolio is required. *An art fee is required.*

Visual Art IV

523504

Teacher recommendation, successful completion of Art III

Credit: 1, a full year course

Application and development of skills acquired from Art III, emphasizing perfection of techniques and exploration in new areas of art in an advanced manner. Portfolio is required. *An art fee is required.*

Studio Art AP

543533

Recommended for 11th or 12th grade, teacher recommendation, successful completion of Art III

Credit: 1, a full year course

The AP Studio Art course is an intensive one-year program intended for highly motivated students who are seriously interested in the study of art. This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. Instead of a written exam, students submit portfolios for evaluation at the end of the school year. Students must have excelled in Art I, Art II, and Art III. *An art fee is required.*

Art History AP

543534

Recommended for 11th or 12th grade, teacher recommendation, successful completion of Visual Art I

Credit: 1, a full year course

Art History AP is an intensive one-year program intended for highly motivated students who are interested in an in-depth study of both Eastern and Western art traditions. The course is taught at the college level and is designed to provide students with an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. Students examine major forms of artistic expression and learn to look at works of art critically. The course involves extensive reading, writing, research, analysis, and interpretation. The visual arts provide a graphic record of the history of the human kind and the content integrates with the language arts, world history, and cultural studies. Students are prepared to take the Advanced Placement exam in May.

Theatre Arts I

523520

Credit: 1, a full year course

This beginning course in theatre introduces the student to the performance and nonperformance aspects of theatre. Students study theatre terminology, elements of play structure, and voice and diction, as well as experience performance in pantomime, improvisation, and scene study and play writing. Make-up for the stage and stage combat will also be covered. *A theatre fee is required.*

Theatre Arts II **523521**

Successful completion of Theatre Arts I

Credit: 1, a full year course

This course will cover specific periods of Theatre History as well as continue with more advanced acting. Students will study and perform various scenes from the different historical genres. Major emphasis will be on the process of acting with attention to the audition process, relaxation techniques, dialogue study, character analysis, and beginning directing. Students will also study the oral traditions of storytelling and Reader's Theatre. A One Act play will be presented during the year. *A theatre fee is required.*

Theatre Arts III **523522**

Teacher recommendation, successful completion of Theater Arts I and II

Credit: 1, a full year course

The class will study theatre safety, as well as all aspects of theatre that are necessary to mount a production. Set construction, scenic painting, lighting and sound as well as opportunities for back stage experience are offered to students. This course requires many hours outside of the classroom. *A theatre fee is required.*

Theatre Arts IV, Advanced Theatre Performance **523523**

Recommended for 12th grade with successful audition and teacher recommendation, successful completion of Theatre Arts I, II, III or enrolled in Theatre III and Theatre IV in the same school year

Credit: 1, a full year course

This is an advanced theatre course for those interested in performing and directing. Students will study play analysis in conjunction with performing Dessert Theatre presentations in the classroom setting. Students will also audition, host, and produce four Open Mic sessions during the school year. Students will also produce a community related play to be performed during the school year. Of the two main stage productions, students must participate either back stage or on stage. This class requires many after school hours. *A theatre fee is required.*

Men's Chorus **523531**

Credit: 1, a full year course

Men's Chorus is a full-year course open to all 9th through 12th grade men who would like to explore the art of choral singing. Students will be instructed in proper vocal technique, musicianship skills, and the cultural and historical context of a wide variety of vocal music through rehearsal and performance. The Men's Chorus will combine with the Women's Chorus for concert and festival performances. The Men's Chorus will be featured in at least four concerts per year and will also perform at regional, state, and national-level choral events. No audition is required. Participation in out-of-class performances is required. *A lab fee is required.*

Women's Chorus **533531**

Credit: 1, a full year course

Women's Chorus is a full-year course open to all 9th through 12th grade women who would like to explore the art of choral singing. Students will be instructed in proper vocal technique, musicianship skills, and the cultural and historical context of a wide variety of vocal music through rehearsal and performance. The Women's Chorus will combine with the Men's Chorus for concert and festival performances. The Women's Chorus will be featured in at least four concerts per year and will also perform at regional, state, and national-level choral events. No audition is required. Participation in out-of-class performances is required. *A lab fee is required.*

Chamber Choir **543531**

Successful audition required, recommendation by chorus instructor

Credit: 1, a full year course

Chamber Choir is a select group of 10th, 11th, and 12th graders who complete a successful audition with the chorus director. Students will be instructed in proper vocal technique, advanced musicianship skills, and will study and perform a wide variety of advanced choral literature. Participation in out-of-class concerts is required. *A Lab fee is required*

General Music **523505**

Credit: 1, a full year course

Music Appreciation is a sociological study of the role and importance of music in our daily lives. Past, present, and future trends are emphasized through study and analysis.

Concert Band**523530**

Recommended for 9th grade students, completion of feeder school system instrumental music program

Credit: 1, a full year course

Concert Band is an introductory level band course for those who have completed middle school band and are new to the high school band experience. The course is designed to develop the young musicians' proficiency in performance and understanding of the art of music. Participants in Concert Band are also members of the FHS Marching Band. Individual and group rehearsal and performance time outside of class is required to fulfill the obligations of this course.

Symphonic Band**533530**

Recommended for 10th, 11th, and 12th graders who have completed Concert Band or a middle school band program or private instruction on a band instrument

Credit: 1, a full year course

Symphonic Band is a middle level band course for those who need additional experience before auditioning for Wind Ensemble or for those band students who do not wish to participate in concert festival. The course is designed to develop the middle to upper level musician's proficiency in performance and understanding of the art of music. Participants in Symphonic Band are also members of the FHS Marching Band. Individual and group rehearsal and performance time outside of class is required to fulfill the obligations of this course.

Wind Ensemble**553530**

Recommended for 10th, 11th, and 12th graders, successful audition, recommendation by the teacher

Credit: 1, a full year course

Wind Ensemble is an upper level band course that is open by audition only and limited to standard wind ensemble instrumentation. The course is designed to develop the upper level musician's proficiency in performance and understanding of the art of music. Participants in Wind Ensemble are also members of the FHS Marching Band and participate in concert festival. Individual and group rehearsal and performance time outside of class is required to fulfill the obligations of this course.

Percussion Class**563530**

Recommended for 9th, 10th, 11th, and 12th graders who have completed a middle school band program or private instruction on a concert or marching band percussion instrument

Credit: 1, a full year course

Percussion Class is a unified class for all percussionists in the FHS Band. The course is designed to develop the young through advanced percussionist's proficiency in performance and understanding of the art of music. Participants in Symphonic Band are also members of the FHS Marching Band and may participate in Winter Percussion Ensemble. Individual and group rehearsal and performance time outside of class is required to fulfill the obligations of this course.

Class Piano**523542**

Credit: 1, a full year course

This course covers the basic piano playing skills using electronic keyboards. Music reading and the fundamental chord structure will be emphasized through the performance of contemporary and classical music.

Music Theory AP**543535**

Recommended for 10th-12th grades, placement test, teacher recommendation, music reading proficiency

Credit: 1, a full year course

Music Theory AP is a college-level introduction to music theory. The course will explore aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, history, and style. Students will develop musicianship skills through dictation, listening exercises, and sight-singing. Students will be prepared to take the College Board AP exam in May for the chance of earning college credit. *A lab fee is required.*

Physical Education and JROTC Courses

Lifetime Wellness

523303

Required for graduation, usually taken by 9th graders

Credit: 1, a full year course

Lifetime Wellness is a course that develops positive concepts toward an active, healthy lifestyle. The importance of cardiovascular exercise, proper diet and preventive health measures will be presented. Units on CPR, STD's, nutrition, tobacco, alcohol, and drugs are included in this course. *A fee is required.*

Weights and Kinesiology

523397

Successful completion of Lifetime Wellness or ROTC I

Credit: 1, a full year course

This course is designed to further a student's physical development through weight training and conditioning activities. Students will study human muscular movements as applied to physical education. Students will learn and perform proper weight lifting techniques, including the Power Clean. *A fee is required.*

Weights and Kinesiology for Females

533397

Successful completion of Lifetime Wellness or ROTC I

Credit: 1, full year course

This course is designed to further a female's physical development through weight training and conditioning activities without the intimidating environment of male/female weight rooms. The students will learn and perform proper weight lifting techniques and will incorporate exercises that are specifically beneficial to the development of the individual. *A fee is required.*

JROTC I

523331

Recommended for 9th grade

Credit: 1, a full year course

Military Science I - JROTC is a course in which the student receives basic instruction in leadership development, drill and ceremonies, communications, American citizenship, physical fitness, learning styles, and financial planning.

JROTC II

523332

Recommended for 10th grade, successful completion of JROTC I

Two years of ROTC may substitute for 1 credit of Lifetime Wellness

Credit: 1, a full year course Military Science II - JROTC is a course in which the student advances to the intermediate study level of those subjects learned in Military Science I with more in-depth study of first aid, map reading, American history, healthy lifestyles, physical fitness, drill and ceremonies.

JROTC III

523333

Recommended for 11th grade, successful completion of JROTC II

Three credits of JROTC may substitute for .5 credit of U.S. Government

Credit: 1, a full year course

Military Science III - JROTC is a course in which the student receives more intense leadership training with applied problem-solving situations, increased study in the psychology of leadership and leadership development, personal development (writing and public speaking), career planning, citizenship, and financial planning.

JROTC IV

523334

Recommended for 12th grade, successful completion of JROTC III

Credit: 1, a full year course

Military Science IV - JROTC is a course in which senior students receive advanced instruction in the role of the Department of Defense in the support of national objectives. Seniors continue their development of skills in the areas of leadership, financial planning, and teaching.

Career and Technology Courses

Jobs for Tennessee Graduates

JTG/Career Choices

625371

11th and 12th grade only

Credit: 1, a full year course

This course is for juniors and seniors who are interested in exploring career options and further educational opportunities and are committed to completing high school. Participants must complete and interview with the instructor and sign an agreement that they will participate in all aspects of the program. The ultimate goal is to help participants secure a quality job, which will lead to a good career. The course includes instruction in thirty-seven competencies identified by the business community and involvement in the Tennessee Career Association student organization, one-on-one marketing and job development by the instructor for employment leading to a career, and no less than twelve months of follow-up and support on the job after leaving school.

Electives for Academic Credit

NOTE: The following five courses are offered as electives for academic credit. However, ANY course in the technology clusters that follow on page 44 may be taken as an elective for academic credit. Students may take as an elective any cluster course that does not require prior experience or any group of cluster courses in proper sequence. Courses that need prior experience the student does not have require the permission of the teacher. The student must interview with the teacher and obtain a signature on a permission form.

Computer Programming Basic

623625

Recommended for 9th – 12th grades, proficiency in keyboarding, completion of or concurrent with Algebra I

Credit: 1, a full year course

Visual basic programming is an introductory course in computer programming. Students will learn proper use of data types, conditional statements, loops, arrays, procedures, functions, and file read/write. The MS Visual Basic programming environment makes learning programming fundamentals easier. This course does NOT meet the requirements for any Career cluster.

Computer Programming C++

623632

Proficiency in keyboarding, completion of Algebra I, some knowledge of programming helpful

Credit: 1, a full year course

This course in C++ programming includes instruction in the proper use of data types, conditional statements, etc., while introducing the object-oriented paradigm. This course includes more extensive work in OOP and dynamic memory allocation. This course does NOT meet the requirements for any Career cluster.

Computer Programming Java

623637

Proficiency in keyboarding, should have passed Algebra I, some knowledge of programming helpful

Credit: 1, a full year course

This is an introductory course in computer programming in the language Java. The course provides a solid introduction to object-oriented programming. The student will utilize the commands, statements, and procedures of this language to write, run, debug, and edit computer programs. This course does NOT meet the requirements for any Career cluster.

Computer Science AB AP

643636

Successful completion of Computer Programming C++ or Computer Programming Java

Credit: 1, a full year course

Computer Science AB AP continues the curriculum begun in Computer Programming C++. Preparation for the Advanced Placement Exam in May is the focus of this course. This course does NOT meet the requirements for any Career cluster; however, it does meet the .5 computer technology credit for graduation.

Business Principles**613709***Recommended for 9th and 10 grades**Credit: .5, a one semester course*

Business Principles is a core course in which students are introduced to all aspects of business: the domestic and international economies, financial principles, management strategies, administrative and information systems, ethics, and organizational and professional leadership. Students will analyze the elements of the business environment and focus on attitudinal and problem-solving skills inherent to success.

CAREER CLUSTERS

To graduate on the **Technical Path** a student must take four credits of technology courses. At least three of these credits come from the same career cluster. The fourth credit may come from the same career cluster or from another cluster logically related. The student's Guidance Counselor must decide on which courses are logically related.

In addition to the four credits, senior students on the **Technical Path** may also participate in some form of work-based learning, going off campus to work in a job related to their career cluster. Depending on the cluster of their choice, they may sign up for Vocational Coop, Trade and Industry Coop, or Health Science Coop.

Senior students on the **University Path** may also participate in a form of work-based learning. They may elect for Academic Coop, or they may choose to enter into a cluster sequence to be able to participate in one of the technical coops.

Any student on the **University Path** may take individual Cluster courses for elective credit. Students may take as an elective any cluster course that does not require prior experience or any group of cluster courses in proper sequence. Courses that need prior experience the student does not have require the permission of the teacher. The student must interview with the teacher and obtain a signature on a permission form.

Listed below are the career clusters that are available at Franklin High School. The course descriptions follow in same order as they appear on the charts.

Business Technology

Marketing Education

Business Technology Cluster	Marketing Cluster
Keyboarding Tech – For Beginners (½ credit)	Marketing and Management I - Principals
Keyboarding/Document Formatting (½ credit)	Marketing and Management II – Advanced Strategies
Computer Applications (½ credit)	Retail Operations
Business Principles (½ credit)	Sports and Entertainment Marketing
Accounting I	Entrepreneurship
Financial Planning (½ credit)	Travel and Tourism
Banking and Finance	

Health Science

Family and Consumer Sciences

Health Care Cluster	Family and Consumer Science Cluster
Health Science Education	Family and Consumer Sciences
Forensic Science	Early Childhood Education Careers I
Forensic Science Honors	Early Childhood Education Careers II (2 credits)
Diagnostic Medicine	Early Childhood Education Careers III
	Adult Living

Trade and Industry

Trade and Industry

Arts and Communications Cluster	Media Cluster
Visual Communications	Media Concepts
Digital Design I	Electronic Media Production I
Digital Design II	Electronic Media Production II
Digital Imaging I	Electronic Media Management and Operations
Digital Imaging II	

Trade and Industry

Trade and Industry

Trade and Industry

Transportation Service Cluster	Hospitality and Tourism Cluster	Criminal Justice Cluster
Transportation Core	Culinary Arts I	Criminal Justice I
Collision Repair: Non-Structural I	Culinary Arts II (2 credits)	Criminal Justice II
Collision Repair: Non-Structural II	Culinary Arts III	Criminal Justice III (2 credits)
Collision Repair: Painting and Refinishing (2 credits)		

Business Technology Cluster

Keyboarding Tech – For Beginners

713710

Credit: .5, a fall or spring semester course

Computer Keyboarding is designed to develop the basic skills in computer keyboarding. Proper keyboarding technique is emphasized, as well as speed, accuracy, and the development of proofreading skills. Students will learn to format personal documents, such as memos, letters, and reports (MLA term papers), observing standards relating to keying, formatting, grammar, punctuation, capitalization spelling, content, typography, and layout and design. A lab fee is required.

Keyboarding/Document Formatting

713775

Completion of Keyboarding in middle school or high school

Credit: .5, a one semester course

This course is a continuation of the Keyboarding course. The student will demonstrate a combination of input skills (advanced keyboarding, scanning, speech recognition, handwriting recognition, and the use of the mouse) in the production of mailable business documents. Document formatting, typography and layout, and design concepts are applied using Microsoft Word to prepare business letters, forms, invoices, reports, and tabulated and columnar information. A lab fee is required.

Computer Applications

713718

Completion of one semester of keyboarding or passing grade on 8th grade keyboarding test

Credit: .5, a one semester course

This course is designed with emphasis given to, but not limited to, the major applications of **Microsoft Office 2003**: word processing (**Word**), spreadsheet (**Excel**), database (**Access**), presentation design (**PowerPoint**), and/or (**Movie Maker**). Students will attain basic skills in the software applications that are *used* in most colleges and universities, as well as in today's workforce. *Students must have an Internet contract. A lab fee is required.*

Business Principles

613709

Recommended for 9th and 10 grades

Credit: .5, a one semester course

Business Principles is a core course in which students are introduced to all aspects of business: the domestic and international economies, financial principles, management strategies, administrative and information systems, ethics, and organizational and professional leadership. Students will analyze the elements of the business environment and focus on attitudinal and problem-solving skills inherent to success. *A lab fee is required.*

Accounting I

723779

Recommended for 10th – 12th grades, completion of Keyboarding in middle school or high school, completion of Algebra I

Credit: 1, a full year course

Accounting I introduces concepts and principles based on a double-entry system of maintaining the electronic and manual financial records for a sole proprietorship, partnership, and corporation. It includes analyzing business transactions, journalizing, posting, and preparing worksheets and financial statements. *A lab fee is required.*

Financial Planning

713717

Recommended for 10th – 12th grades, completion of or concurrent with Accounting I

Credit: .5, a one semester course

Financial Planning is a course designed to develop skills in the use of financial principles in making business decisions. Students will research job qualifications and employment opportunities in finance. This course includes a study of the allocation of financial resources, the effects of finance and credit institutions of the business community, and the impact of financial decisions on the consumer market. Ethical issues will be presented in this course. *A lab fee is required.*

Banking and Finance**723756**

Recommended for 11th and 12th grades, completion of Keyboarding, Financial Planning, and Accounting I
Credit: 1, a full year course

This course is designed to challenge the student with real banking and financial situations through a partnership with a local financial institution that would bring resources of mentors, seminars, and hands-on experience with day-to-day operations. Completion of this course will provide students with a basis for secondary education in finance and special job skills in banking and financial institutions. Ethical issues will be discussed. *A lab fee is required.*

Marketing Cluster**Marketing and Management I – Principles****725000**

Recommended for 10th-11th grades
One credit in Marketing substitutes for .5 credit in Economics
Credit: 1, a full year course

Marketing I is a program of instruction in basic economic concepts and marketing functions. The marketing curriculum includes: economic fundamentals, human resource development, marketing fundamentals, promotion (advertising, personal selling, sales promotion, and visual merchandising), operations and math procedures, and DECA program activities, which complement the marketing curriculum. *Co-op is an option for seniors if they attend the required summer workshop.*

Marketing and Management II – Advanced Strategies**725001**

Recommended for 11th-12th grades, successful completion of Marketing I or Retail Operations
Credit: 1, a full year course

Marketing II is an advanced program of instruction in economic concepts and marketing functions. The Marketing II curriculum includes: marketing management process, marketing research and information systems, marketing environment, market segmentation, targeting and positioning, marketing mix - design, pricing, placing and promoting products, international marketing, non-profit marketing, marketing and society and DECA program activities which compliment the marketing curriculum. *Seniors can co-op out of Marketing and Management II if they attend the workshop in the summer.*

Retail Operations**725022**

Recommended for 10th- 12th grades
One credit of Retail operations substitutes for .5 credit of Economics
Credit: 1, a full year course

Retail Operations, one of the most exciting and fast paced businesses in the U.S., covers the history and evolution of fashion and fabrics. Students will study the many careers and businesses involved in the fashion industry. They will study the consumer and learn how to buy, price, promote and sell. They will try to predict fashion trends and discuss past and present designers. The course is application-based and requires some student research and completion of both individual and team project activities. *Seniors can co-op out of Retail Operations if they attend the workshop in the summer. Retail Operations students may join DECA.*

Sports and Entertainment Marketing**725023**

Recommended for 11th - 12th grades
Credit: 1, a full year course

Sports and entertainment marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will develop skills in the areas of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry. *Seniors can co-op out of Sports and Entertainment if they attend the workshop in the summer. Sports and Entertainment Marketing students may join DECA.*

Entrepreneurship**725005***Recommended for 11th and 12th grades**One credit of Entrepreneurship substitutes for .5 credit of Economics**Credit: 1, a full year course*

Small businesses in the United States contribute 38% to our GDP every year and constitute the largest type of business ownership. Students will study the role that small businesses play in the economy and in the industrial history of the country. The course will cover the necessary characteristics and knowledge that is needed by a successful entrepreneur. Students will work in teams on a simulation project to create and manage a company for a compressed 2-year period. Co-op is an option for seniors with required summer workshop.

Travel and Tourism**725003***Recommended for 11th – 12th grades**Credit: 1, a full year course*

College credit may be received upon successful completion of this course through an articulation agreement with area colleges. This course will analyze the basic divisions of the travel and tourism industry and the major marketing functions as they apply to the hospitality and tourism industry. Students will prepare a plan for travel destinations, identify markets for travel destinations, and explore opportunities in the hospitality industry. *Seniors can co-op out of Sports and Entertainment if they attend the workshop in the summer. Travel and Tourism Operations students may join DECA.*

Health Care Cluster**Health Science Education****725504***Recommended for 9th – 12th grades**Credit: 1, a full year course*

This course serves as a foundation course for all Health Science courses. This course offers information concerning health care practices, procedures, and philosophies, and explores how they have evolved to current high technology and integrated delivery system standards. Roles and responsibilities of medical professionals and direct service staff will be discussed. Basic information concerning individual and family health practices will be offered, encouraging promotion of healthy life styles.

Forensic Science**725514***Recommended for 11th – 12th grades, successful completion of or concurrently enrolled in Health Science Education.**Credit: 1, a full year course*

This course is an overview of how science is applied to solving crimes. Topics include the history of forensic sciences, collecting of evidence, analyzing results and hands-on application of many laboratory techniques used in solving crimes, identifying people and future careers in the field of forensic science.

Forensic Science Honors**735514***Recommended for 11th-12th grades, successful completion of or currently enrolled in Health Science Education, teacher recommendation**Credit: 1, a full year course*

This course is similar to Forensic Science with the following exceptions. Additional rigor is required to earn honors credit. The student will complete additional assignments, including extended reading assignments; projects that apply course curriculum to real world situations; completion of a minimum of 10 hours of job shadowing (outside of school time); a research paper with class presentation, and additional assignments as selected by course instructor.

Diagnostic Medicine**725511***Recommended for 11th-12th grades, successful completion of or currently enrolled in Health Science Education, teacher recommendation**Credit: 1, a full year course*

Diagnostic medicine creates a picture of an individual's health status at a single point in time. This skill appears in careers such as cardiology, imaging, medical laboratory, radiography, nuclear medicine, stereotactic radiosurgery, speech pathologists, respiratory therapist, clinical laboratory technician, pathologists, medical doctor histotechnologist, orthotist, plastic surgeon, prosthetist, prosthodontist, and others.

Family and Consumer Science Cluster

Family and Consumer Sciences

725603

Recommended for 9th – 10th grades

Credit: 1, a full year course

This course is a comprehensive, foundation course designed to assist students in developing the core knowledge and skills needed to manage their lives. Emphasis is on leadership, human development, family and parenting education, consumer economics, and resource management, housing and living environments, nutrition and foods, textiles and apparel, and career preparation. Critical skills in decision making, problem solving, critical thinking, technology, work and family management, and workplace readiness are reinforced through authentic experiences. The course allows students to select specific areas for future concentrated studies.

Early Childhood Education Careers I

725650

Recommended for 9th – 12th grades

Credit: 1, a full year course

Early Childhood Education Careers I prepares students for gainful employment and/or entry into post-secondary education. Content provides students a foundation in the concepts of child development theory and affords them the opportunity to integrate knowledge, skills, and practices required for careers in early childhood education and related services. Laboratory experiences offer school-based and/or work-based learning opportunities. Students will have the opportunity to participate in the student organization Family, Career, and Community Leaders of America. *A lab fee is required.*

Early Childhood Education Careers II (2 periods long)

725660

Recommended for 10th – 12th grades

Credit: 2, a full year course

Early Childhood Education Careers II prepares students for gainful employment and/or entry into post-secondary education. Content provides students with the opportunity to apply child development theory, develop and implement learning activities for young children, and integrate knowledge, skills, and practices required for careers in early childhood education and related services. Laboratory experiences offer school-based and/or work-based learning opportunities. Students will have the opportunity to participate in the student organization Family, Career, and Community Leaders of America. *A lab fee is required.*

Early Childhood Education III

725661

Recommended for 11th – 12th grades

Credit: 1, a full year course

This serves as the capstone course. It, too, prepares students for gainful employment and/or entry into post-secondary education. Content provides students the opportunity to study administration, management issues, and special needs children. Students will apply the marketable early childhood education knowledge and skills previously acquired in increasingly responsible positions, including recommended participation in a cooperative education experience. Students will have the opportunity to participate in the student organization Family, Career, and Community Leaders of America. *A Lab fee is required.*

Adult Living

725600

Recommended for 11th – 12th grades

Credit: 1, a full year course

This course is designed to empower students to take action for the well-being of themselves and others as they effectively manage the roles and responsibilities created by family, career, and community interactions. Students will learn to plan and set goals for a career, manage multiple roles, maintain respectful and caring relationships with improved communication skills, understand the responsibilities of parenting, cope with stress and crisis situations, provide for health and well being, and function as informed consumers.

Arts and Communication Cluster

Visual Communications

725759

Recommended for 9th and 10th grades

Credit: 1, a full year course

This course provides a foundation in art principles with an application to visual communications, design, and digital photography. Comprehensive, hands-on projects provide extensive opportunities that focus on actual design assignments. Students are taught computer illustration, typography, layout and design, photography, digital imaging and multimedia. Students are provided a state-of-the-art Macintosh computer lab, complete with Adobe software. There is an emphasis on employability skills, leadership, and teamwork. A digital camera is recommended. *A lab fee is required.*

Digital Design I

725762

Recommended for 10th – 12th grades, successful completion of Visual Communications

Credit: 1, a full year course

This intermediate design course further develops skills in the principles of design and layout procedures. Content covers Adobe software, illustration, page composition, digital imaging and printing, as well as multimedia. With advanced knowledge and skills, students work toward developing a professional portfolio. *A lab fee is required.*

Digital Design II

735762

Recommended for 11th – 12th grades, successful completion of Visual Communications and Digital Design I

Credit: 1, a full year course

This advanced design course is a continuation of Digital Design I. Students will continue to develop knowledge and skills in design and work toward developing a professional portfolio. *A lab fee is required.*

Digital Imaging I

745762

Recommended for 10th – 12th grades, successful completion of Visual Communications

Credit: 1, a full year course

This intermediate photography covers composition principles, camera and darkroom techniques, digital imaging, natural and studio lighting, and the business of photography. With advanced knowledge and skills, students work toward developing a professional portfolio. A 35mm film camera and digital camera are recommended. *A lab fee is required.*

Digital Imaging II

755762

Recommended for 11th – 12th grades, successful completion of Visual Communications and Digital Imaging I

Credit: 1, a full year course

This advanced photography course is a continuation of Digital Imaging I. Students will continue to develop knowledge and skills in photography and work toward developing a professional portfolio. Students are required to have a 35mm camera. A 35mm film camera and digital camera are recommended. *A lab fee is required.*

Media Cluster

Media Concepts

725763

Recommended for 9th and 10th grades

Credit: 1, a full year course

This class is the entry-level course to prepare students for the media industry. Course content provides broad-based exposure to audio, video, and journalism and television broadcasting within the media industry. The course focuses on the function and operation of basic tools used in broadcasting, including video camera, microphone/audio, and basic linear editing systems. Upon completion of this course, students will be prepared to pursue advanced work in either audio and video technology or journalism and broadcasting. Before or after school production hours are required. *A lab fee is required.*

Electronic Media Production (2 periods long)**725764**

Recommended for 10th and 11th grades, successful completion of Media Concepts and teacher recommendation
Credit: 2, a full year course

The course content of this class focuses on Electronic Media Production (EMP) technologies simulated and/or real-life projects. The course centers on production of various EMP products, including commercials, news, music, interactive and industrial programming. Students gain exposure to the many facets of EMP production, including, but not limited to, concept creation, scripting, sound and visual design, engineering, editing (including non-linear editing), budgeting, and producing. Before or after school production hours are required. *A lab fee is required.*

Electronic Media Management and Operations**725765**

Recommended for 11th and 12th grades, successful completion of Media Concepts, Electronic Media Productions I, and teacher recommendation
Credit: 1, a full year course

This course focuses on simulated and/or real-life electronic broadcasting media production and management activities of production. Projects center on the in-house production of newscasts, special events, and original programming. Course content is composed of scripting, broadcasting, reporting, directing, editing, budgeting, producing, as well as cameras, lighting, sound, and set design. Upon completion of the course, students will create a reel and be prepared to pursue post-secondary education or enter the electronic media industry in an entry-level position. Before or after school production hours are required. *A lab fee is required.*

Transportation Service Cluster**Transportation Core****725702**

Recommended for 9th – 10th grades
Credit: 1, a full year course

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, and they will learn mechanical skills through hands-on projects in the shop area. Students will participate in the student organization, Vocational Industrial Clubs of America.

Collision Repair: Non Structural I**725707**

Recommended for 10th – 11th grades, successful completion of Career Management Success, Transportation Core, Algebra I or equivalent (may be taken concurrently), physical science (may be taken concurrently)
Credit: 1, a full year course

This course prepares students to analyze non-structural collision damage to a vehicle, determine the extent of the damage and the direction of impact, initiate an appropriate repair plan, and correctly use equipment to fit metal to a specified dimension within tolerances. Students also perform metal finishing, repair body and glass panels, and remove trim and components. The course is aligned with National Automotive Technicians Education Foundation (NATEF) tasks list so that the student can progress toward NATEF certification. Students will participate in the student organization, Vocational Industrial Clubs of America.

Collision Repair: Non Structural II**735707**

Recommended for 11th – 12th grades, successful completion of Collision Repair: Non Structural I
Credit: 1, a full year course

This course continues to prepare students to analyze non-structural collision damage to a vehicle, determine the extent of the damage and the direction of impact, initiate an appropriate repair plan, and correctly use equipment to fit metal to a specified dimension within tolerances. Students also perform metal finishing, repair body and glass panels, and remove trim and components. The course is aligned with National Automotive Technicians Education Foundation (NATEF) tasks list so that the student can progress toward NATEF certification. Students will participate in the student organization, Vocational Industrial Clubs of America.

Collision Repair: Painting and Refinishing (2 periods long)**725709**

Recommended for 11th – 12th grades, successful completion of Career Management Success, Transportation Core, Algebra I or equivalent (may be taken concurrently), physical science (may be taken concurrently)

Credit: 2, a full year course

This course prepares students to apply automotive paint to a vehicle. Students will 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. The course is aligned with National Automotive Technicians Education Foundation (NATEF) tasks list so that the student can progress toward NATEF certification. Students will participate in the student organization, Vocational Industrial Clubs of America.

Hospitality and Tourism Cluster**Culinary Arts I****725381**

Recommended for 9th – 11th grades

Credit: 1, a full year course

This course develops career opportunities, food preparation, and interpersonal skills. Laboratory facilities and experiences will be offered that simulate commercial food production and service operations, focusing on the importance of safety and sanitation in daily activity.

Culinary Arts II (2 periods long)**725382**

Recommended for 10th – 12th grades, successful completion of Culinary Arts I

Credit: 2, a full year course

This course demonstrates the principles of safety and sanitation, food preparation, and teamwork in a food preparation environment. Food service events will be scheduled on a regular basis to give students the opportunity to begin to gain confidence in their skills.

Culinary Arts III**725383**

Recommended for 11th – 12th grades, successful completion of Culinary Arts II

Credit: 1, a full year course

This course continues to emphasize the principles of safety and sanitation, food preparation, and teamwork in a food preparation environment. Food service events will be scheduled on a regular basis to give students the opportunity to begin to gain confidence in their skills.

Criminal Justice Cluster**Criminal Justice I****725330**

Recommended for 10th, 11th, or 12th grades

Credit: 1, a full year course

This course is designed to give the student an overview of the United States Criminal Justice System through the examination of U.S. law enforcement agencies, the U.S. Court systems, and U.S. correctional institutions. The first year emphasis is given to the history of law enforcement; the study of law enforcement topical matters and procedures; the study of U.S. Constitutional law and criminal law and how they relate to possible future career paths. This curriculum is complemented with various guest speakers from the criminal justice field, including but not limited to, professionals from state, local, and federal law enforcement agencies. Students are given the opportunity to participate in police ride-alongs and field trips that supplement the criminal justice curriculum.

Criminal Justice II**725331**

Recommended for 11th or 12th grades, successful completion of Criminal Justice I

Credit: 1, a full year course

This course is a continuation of the exploration of the knowledge obtained in Criminal Justice I with an emphasis on the U.S. Court Systems and other criminal justice related topics. This course may include, but is not limited to, the study of courtroom procedures, forensics, mock trials, new technologies, and career opportunities. Book reports, research projects, job shadowing, and semester projects are sample opportunities to provide each student with hands-on learning experience in the criminal justice career path.

Criminal Justice III (2 periods long)**725342***12th grade only, successful completion of Criminal Justice II**Credit: 2, a full year course*

This advanced level of Criminal Justice is a continuation of Criminal Justice II. The students will apply what they have learned and conduct appropriately-deemed criminal justice projects. Students will have the additional opportunity to further explore Criminal Justice careers through job shadowing, independent research, mock trials, and forensic studies.

Work-Based Learning for Seniors Only**Vocational Coop - 1 hour****729397***Credit: 1, a full year course*

Vocational Coop allows students to participate in an on-the-job learning experience. Students will find a paid job in an area related to the base technology course out of which they coop. Vocational Coop is used for the Information Technology Cluster, the Marketing Cluster, and the Early Childhood Education Cluster. Students will receive credit for both classroom and work experiences.

Vocational Coop - 2 hours**739397***Credit: 2, a full year course*

Vocational Coop allows students to participate in an on-the-job learning experience. Students will find a paid job in an area related to the base technology course out of which they coop. Vocational Coop is used for the Information Technology Cluster, the Marketing Cluster, and the Early Childhood Education Cluster. Students will receive credit for both classroom and work experiences.

Trade and Industry Coop - 1 hour**725398***Credit: 1, a full year course*

Trade and Industry Coop allows students to participate in an on-the-job learning experience. Students will find a paid job in an area related to the base technology course out of which they coop. Trade and Industry Coop is used for the Arts and Communication Cluster, the Media Cluster, the Transportation Service Cluster, the Hospitality and Tourism Cluster, and the Criminal Justice Cluster. Students will receive credit for both classroom and work experiences.

Trade and Industry Coop - 2 hours**735398***Credit: 2, a full year course*

Trade and Industry Coop allows students to participate in an on-the-job learning experience. Students will find a paid job in an area related to the base technology course out of which they coop. Trade and Industry Coop is used for the Arts and Communication Cluster, the Media Cluster, the Transportation Service Cluster, the Hospitality and Tourism Cluster, and the Criminal Justice Cluster. Students will receive credit for both classroom and work experiences.

Health Science Coop - 1 hour**725598***Credit: 1, a full year course*

Health Science Coop allows students to participate in an on-the-job learning experience. Students will find a paid job in an area related to the Health Science course out of which they coop. Students will receive credit for both classroom and work experiences.

Health Science Coop - 2 hours**735598***Credit: 2, a full year course*

Health Science Coop allows students to participate in an on-the-job learning experience. Students will find a paid job in an area related to the Health Science course out of which they coop. Students will receive credit for both classroom and work experiences.

Academic Cooperative Methodology**629398***Credit: 1, a full year course*

Academic Coop allows students to participate in an on-the-job learning experience. Students will find a paid job in an area related to the base academic course out of which they coop. Students will receive credit for both classroom and work experiences.

Service Learning**619395***Credit: .5, a fall or spring semester course*

The curriculum emphasizes volunteerism, leadership, involvement, community needs, and environmental concerns. The students will interact with community leaders, research social issues, and reflect on their work in the community. Students must submit an application to be accepted into the program that shows good attendance, participation in extracurricular activities, and a desire to serve their community. The class will meet one day per week and be allowed to leave for community service the other 4 days. *A time sheet will be required.*