



## Our Mission

Arlington High School students will acquire knowledge and experiences in academic and social settings.

Every student will be inspired and challenged to learn and grow, transition into society and become a productive citizen who will contribute to his or her community.

## Our Vision

Arlington High School will be an academic institution of excellence, fostering a community of confident, self-directed, life-long learners.

Arlington High School will provide exemplary educational experiences that meet the academic expectations of each student, teacher, parent and community stakeholder.

Through a commitment to outstanding achievement, self-evaluation and ongoing improvement, Arlington High School will continue to be a premier academic community.



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## General Information

All students are scheduled for 7 classes and a lunch.

Arlington High School operates on a seven (7) course rotation schedule, with one class scheduled daily and six block classes scheduled on alternating days. Courses can be semester-long or year-long.

Monday-Thursday Schedule:

- Students attend 5 classes each day: 3 block periods, 1 skinny period and STRIPES
- Block periods meet on alternating days for 94 minutes
- Skinny period meets daily for 48 minutes
- STRIPES meets Monday-Thursday for 31 minutes per day

Friday Schedule:

- All 7 periods meet for 48 minutes
- STRIPES does not meet

### **STRIPES** System To Reach Intervene Push and Enrich Students

STRIPES is a stand-alone intervention and enrichment period that occurs from 9:34-10:15 Monday-Thursday to meet the needs of all students. At the end of 3<sup>rd</sup> period, students are released to pre-determined, teacher assigned destinations in order to attend intervention or enrichment sessions based on individual evidence of learning. The STRIPES program allows Arlington High School to add 2.73 hours of targeted support and enrichment opportunities each week.

A student will remain enrolled in an Honors/AP course unless the parent/guardian submits a written request for removal within thirty (30) days from the first day of school

Students may also be removed from advanced courses if the student's teacher determines that the student should be removed based on performance after thirty (30) days of instruction and the Principal approves the request to remove the student.

Course selection for current 8<sup>th</sup> graders

- The Freshman Counselor will conduct informational meetings for middle school parents and students prior to course selection.
- AMS Counselors will provide individual advising for the four-year plan of study and 9<sup>th</sup> grade course selection.
- The Freshman Counselor will be available for individual meetings at the middle school if additional support is needed.
- Online course requests will be completed using PowerSchool Class Registration.

Online course selection for current 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> graders will occur during February using PowerSchool Class Registration.

### **Program Planning**

Students, along with middle and high school counselors and parents, begin the development of the four-year plan of study during the 8<sup>th</sup> grade year. The plan of study will serve as a blueprint for meeting graduation requirements, post-secondary admission requirements, and individual student interests. While the plan of study is reviewed each year during the course selection process, students also have the opportunity to update their plan of study at any time by meeting with their counselor.

### **Course Selection**

Each year, students meet with counselors to choose courses for the upcoming academic year. Course selection for rising 9<sup>th</sup> graders occurs at the middle school. AHS counselors facilitate the process with the middle school counselors, staff, parents, and students.

Online course selection for current 9<sup>th</sup>-11<sup>th</sup> graders occurs during February using PowerSchool Class Registration. If a student has not registered for courses by the end of the selection period, the school will assign a schedule to him/her.

### **Student Course Load**

- Students must be enrolled in courses that will produce at least six (6) credits toward graduation each school year.
- Each student will accrue between 24 and 28 credits by the end of their senior year.
- The Tennessee Department of Education requires all seniors to enroll in a full load of credit-bearing courses.

### **Course Selection Changes**

Course selection should be made with careful consideration during the course selection period. Course changes are discouraged except as recommended by teachers for placement reasons, or if a specific prerequisite is not met for the scheduled course.

A student will remain enrolled in an Advanced Placement, Dual Enrollment or Honors course unless the parent/guardian submits a written request for removal within thirty (30) days from the first day of school.

### **Course Placement**

The faculty and staff of Arlington High School believe a student's academic success is directly related to correct placement in courses. Incorrect placement may result in poor performance and frustration for the student. As a result, Arlington High School requires that students have verification of prerequisite requirements for ALL Advanced Placement, Dual Credit, Dual Enrollment or Honors courses selected.

A parent who wishes to override a staff-recommended course placement must complete the Parent Override Form and meet with a member of the AHS Administrative team prior to the end of the school year. Parent overrides will not be considered after this deadline. Parents and students are highly cautioned in the use of the override forms.

### **Problems with a Course**

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

1. The student should consult the teacher for ways to improve.
2. The student is expected to engage in the solutions offered by the course instructor.
3. If the problem still exists, the parent should talk to the teacher. Conversation can occur via email or phone, but the best communication is face to face.
4. If the problem continues to exist, the parent can request a parent conference that includes the teacher, the student, the parent(s), and the grade level counselor. The team will form a plan of action.

## Assessments

- **TNReady End of Course Exams** are required by the State Board of Education for students enrolled in English I, English II, Algebra I, Algebra II, Geometry, U.S. History, and Biology. The results of these examinations will be factored as a percentage of the student's second semester average.
- **Advanced Placement Exams** are required for students enrolled in AP courses. All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on student schedule pick-up day. Nonpayment by this date will result in the AP course being dropped.
- **National Industry Certification Exams** are encouraged for students enrolled in CTE programs of study offering postsecondary credits. Students must meet a cut score on the industry certification exam for postsecondary credit to be awarded.
- **ACT 11<sup>th</sup> Grade Assessment** is required for every junior by the State Board of Education. To receive a regular high school diploma, all students enrolled in a Tennessee public high school during their eleventh (11<sup>th</sup>) grade year must take either the ACT or SAT.
- **United States Civics Test** is required at completion of the United States Government or AP Government courses.

## Minimum Graduation Requirements

Before graduation, every student shall [1] achieve the specified twenty-two (22) units of credit; [2] take the ACT, SAT, or other eleventh (11<sup>th</sup>) grade post-secondary readiness assessment, as determined by the Tennessee Commissioner of Education, unless the student qualifies for a limited medical exemption as defined by the Tennessee Department of Education; and [3] have a satisfactory record of attendance and conduct.

Beginning with students who enroll in ninth (9<sup>th</sup>) grade in the 2024-2025 school year, or any subsequent school year, earn at least one (1) computer science credit in high school increasing graduation requirements to twenty-three (23) units of credit.

<b>English: 4 credits</b>	
<b>Math: 4 credits</b>	Including Algebra I, Geometry, Algebra II and a fourth, higher level math course. Students must be enrolled in a mathematics course each year.
<b>Science: 3 credits</b>	Including Biology, Chemistry or Physics, and a third lab course.
<b>Social Studies: 3 credits</b>	Includes one credit in U.S. History & Geography (Standard, Honors, AP, or Dual Enrollment), one credit in World History & Geography (Standard, Honors, or AP) or AP European History or AP Human Geography, and ½ credit from U.S. Government and Civics (Standard or AP), and ½ credit Economics (Standard or AP).
<b>Wellness: 1 credit</b>	
<b>Physical Education: 0.5 credits</b>	The Physical Education requirement may be met by substituting a documented and equivalent time of physical activity in JROTC, marching band, cheerleading, dance team, or TSSAA interscholastic athletics.
<b>Personal Finance: 0.5 credits</b>	Three (3) years of JROTC may be substituted for 0.5 credit of Personal Finance.
<b>World Language: 2 credits</b>	Two credits must be obtained in the same language.
<b>Fine Arts: 1 credit</b>	
<b>Focus Area: 3 credits</b>	Electives focused on a particular concentration beyond the CORE requirements in one of the following areas: Math and Science, Career and Technical Education (CTE), Fine Arts, Humanities, or Advanced Placement (AP)

## High School Courses Taken in Middle School

Students who have taken the equivalent of a high school level course in middle school may earn high school credit for graduation as explained in ACS Policy 4.604. The credit will be placed on the student's transcript and calculated in the high school GPA. Students shall be given a semester exam for the course as required for students in grades 9-12 who earn credit for graduation.

Students must earn the prescribed credits in grades 8-12 in order to meet Tennessee graduation requirements.

## Area of Focus

Each student must have 3 electives in a single area:

Area of Focus	Courses Included
Advanced Placement (AP)	A total of 3 credits will satisfy the requirements for this focus area- above the required graduation requirements.
Career and Technical Education (CTE)	Students must earn 3 or 4 credits in one of the CTE programs of study.
Fine Arts	If a student chooses Fine Arts as a focus area, he or she must earn 3 credits in addition to the 1 credit that is required for every graduate.
Humanities	To have a Humanities focus, a student must earn 3 credits in addition to the 4 English credits, 3 Social Studies credits, and 2 World Language credits required for graduation.
Math and Science	The Science and Math focus area requires a student to enroll in 3 or more additional science or math courses.

## Diploma Types

**General Education Diploma** is awarded to students who meet the minimum standards established by the State Board of Education and earn the specified twenty-two (22) units of credit and have satisfactory records of attendance and conduct and complete ACT or SAT prior to graduation, if the student was enrolled in a Tennessee public school during their eleventh (11<sup>th</sup>) grade year.

**District Distinction:** Students shall be recognized as graduating with District Distinction if they have met the graduation requirements, have obtained an overall grade point average of at least 3.0 or higher on a 4.0 scale, and have earned an industry credential that was on the list provided by the Department of Education at the time the student earned it.

Recipients will be noted in the graduation program and recognized with a seal on the diploma.

### State Diploma with Honors or Distinction

**a) State Honors** is awarded to students who score at or above all of the subject readiness benchmarks on the ACT or equivalent score on the SAT will graduate with State Honors. Recipients will be noted in the graduation program and recognized with a seal on the diploma.

**b) State Distinction:** Students will be recognized as graduating with State Distinction by attaining a B average and completing at least one (1) of the following:

- Earn an industry credential that was on the list provided by the Department of Education at the time the student earned it;
- Participate in at least one (1) of the Governor's Schools;
- Participate in one (1) of the State's All-State musical organizations;
- Be selected as a National Merit Finalist or Semi-Finalist;
- Earn statewide recognition or award at a skill or knowledge-based state tournament, convention or competition hosted by a statewide student organization and/or qualify for national recognition by a national student organization;
- Attain a score of thirty-one (31) or higher composite score on the ACT or SAT equivalent;
- Attain a score of three (3) or higher on at least two (2) Advanced Placement exams;
- Successfully complete the International Baccalaureate Diploma Program; or
- Earn twelve (12) or more semester hours of post-secondary credit.

Recipients will be noted in the graduation program and recognized with a seal on the diploma.

Recipients eligible for both State Honors and State Distinction will be noted in the Graduation Program and recognized with a seal on the diploma.

### **AHS Honors Diploma**

The AHS Honors Diploma is awarded to students who have been accepted into the AHS Collegiate Academy and fulfilled the following requirements:

- Obtain fourteen (14) credits of AP/Dual Enrollment/Dual Credit/ Honors courses before graduation (a minimum of three (3) must be taken in 9<sup>th</sup> grade and a minimum of eight (8) Advanced Placement or Dual Enrollment courses must be completed before high school graduation;
- Maintain a 3.9 GPA while enrolled in the Collegiate Academy;
- Obtain twelve (12) documented hours of extracurricular or community activities each year that contributes to the student's career and future leadership aspirations;
- Complete a career-related Senior Capstone Project connected to the student's focus area;
- Attend and participate in the Collegiate Academy Leadership & Career Speaker Series each semester;
- Attend and participate in one (1) ACS Board of Education Meeting each year while in the Academy;
- Attend and participate in two (2) LEAD Arlington meetings while in the Academy;
- Meet all of the ACT College Readiness benchmarks; and
- Have satisfactory conduct with no incidents of ISS, OSS or disciplinary referral to the Administration.

Beginning with the 2022-23 school year, all entering 9<sup>th</sup> grade students who enter the Arlington Collegiate Academy must complete the additional requirements to obtain an honors diploma:

- Complete a 3<sup>rd</sup> World Language Course in high school; and
- Complete the PSAT at Grades 9, 10, & 11 in high school.

**Special Education Diploma** may be awarded at the end of the fourth year of high school to students with disabilities who:

- have not met the requirements for a high school diploma;
- received special education services or supports and have satisfactorily completed an individualized education program;
- have a satisfactory record of attendance and conduct.

Students who obtain a Special Education Diploma may continue to work towards the high school diploma through the end of the school year in which the student reaches twenty-two (22) years of age.

**Occupational Diploma** may be awarded at the end of the fourth year of high school to students with disabilities who:

- have not met the requirements for a high school diploma;
- have satisfactorily completed an individualized education program;
- have satisfactory records of attendance and conduct;
- have completed the occupational diploma Skills, Knowledge and Experience Mastery Assessment (SKEMA) created by the Department; and
- have completed two (2) years of paid or non-paid work experience.

The determination that an Occupational Diploma is a goal for a student with a disability will be made at the conclusion of the student's tenth (10<sup>th</sup>) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the Occupational Diploma may continue to work towards the high school diploma through the end of the school year in which the student reaches twenty-two (22) years of age.

**Alternate Academic Diploma** may be awarded to students with significant cognitive disabilities at the end of their fourth (4<sup>th</sup>) year of high school who have:

- participated in the high school alternate assessments;
- earned the prescribed twenty-two (22) credit minimum;
- received special education services or supports and made satisfactory progress on an IEP;

- have satisfactory records of attendance and conduct; and
- have completed a transition assessment(s) that measures, at a minimum, preparedness for postsecondary education and training; employment; independent living; and community involvement.

The required credits may be earned either through the state-approved standards or through alternate academics' diploma modified course requirements approved by the State Board. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until he or she receives a regular high school diploma or through the school year in which the student turns twenty-two (22).

**Industry 4.0 Diploma** shall be noted on the transcripts of all students that fulfill the Industry 4.0 distinction requirements.

The requirements for receiving the Industry 4.0 Diploma distinction are as follows.

A. Before the end of the high school student's tenth (10<sup>th</sup>) grade year, the student shall:

1. Notify the student's counselor or school principal of the student's intent to pursue an Industry 4.0 diploma distinction;
2. Provide the student's counselor or school principal with documentation signed by the student's parent or legal guardian indicating that the student's parent or legal guardian is aware of the requirements for the parent's or legal guardian's student to obtain an Industry 4.0 diploma distinction and consenting to the student's participation;
3. Register with a regional American Job Center or other career counseling or community partner approved by the student's school; and
4. Enroll in at least one (1) work-based learning or dual enrollment course for the student's eleventh (11th) grade year.

B. Beginning in the student's eleventh (11th) grade year, a student pursuing an Industry 4.0 diploma distinction shall meet, no less than once per month, with a career coach who has been approved to provide career coaching services by the student's school. The career coach must:

1. Be an American Job Center career coach, a career coach from a career counseling or community partner approved by the United States Department of Labor's regional office for the state of Tennessee, or a licensed school counselor or an educator who holds a work-based learning certificate provided by the Department of Education; and
2. Meet, no less than once per month during the school year, with students assigned to the career coach by the student's school Principal to assist students in:
  - i. Developing the personal attributes required for success in the workforce, which include, but are not limited to, time management, networking, communication, teamwork, creative thinking, and conflict resolution;
  - ii. Applying for dual enrollment grants or other available financial aid opportunities, including, but not limited to, grants and scholarships administered by the Tennessee Student Assistance Corporation;
  - iii. Identifying the best combination of dual enrollment, work-based learning, and internship opportunities available to the student; and
  - iv. Preparing for standardized assessments such as the ACT.

C. Before the end of the student's eleventh (11th) grade year, a student pursuing an Industry 4.0 diploma distinction shall enroll in work-based learning or dual enrollment courses for the student's twelfth (12th) grade year.



D. A student receiving an Industry 4.0 diploma distinction shall successfully complete all coursework required for graduation for their diploma type.

E. A student pursuing an Industry 4.0 diploma distinction may earn at least one (1) science credit and at least one (1) math credit through course substitutions approved by the State Board, including, but not limited to, dual enrollment and work-based learning courses that are aligned to a student's chosen career path. Work-based learning course substitutions may only fulfill a student's third (3rd) credit of science and/or fourth (4th) credit of math. Pursuant to State Board Rule 0520-01-03-.03, high schools shall accept dual enrollment courses as a substitution for an aligned graduation requirement course.

F. A student receiving an Industry 4.0 diploma distinction shall earn nine (9) credits of dual enrollment or work-based learning in grades nine (9) through twelve (12), which may be satisfied by the student's successful completion of dual enrollment coursework, work-based learning experiences, on-the-job training, or other mentorships or structured educational experiences that allow the student to apply the student's knowledge and skills in a work environment to develop an understanding of workplace expectations.

### **Diploma Recognitions**

#### **Tennessee Tri-Star Scholar**

A student who earns a composite score of nineteen (19) or higher on the ACT, or an equivalent score on the SAT, and earns a Capstone Industry Certification as promoted by the Tennessee Department of Education, shall be recognized as a Tennessee Tri-Star Scholar upon graduation from high school. The student's achievement at the graduation ceremony shall be recognized by placing an appropriate designation on the student's diploma or by providing a ribbon or cord to be worn with the graduation gown. The student's achievement as a Tennessee Tri-Star Scholar shall also be noted in the graduation program.

#### **Seal of Biliteracy**

Students who have attained a high level of proficiency in speaking, reading and writing in one (1) or more language in addition to English shall be recognized by placing a "Seal of Biliteracy" on the high school graduation diploma. Students receiving this recognition shall meet the following criteria:

- (a) Complete all English language arts (ELA) requirements for graduation with an overall grade point average of 3.0 or higher in those classes;
- (b) Demonstrate English proficiency through one (1) of the following:
  - 1. Score at the on-track or mastered level on each ELA end-of-course assessment taken;
  - 2. Score 3 or higher on an Advanced Placement English Language or English Literature exam; B1 or higher on a Cambridge International English exam; or four (4) or higher on an International Baccalaureate English exam;
  - 3. Score 22 or higher on the ACT Reading subtest or 480 or higher on the SAT evidence-based reading and \ writing subtest; or
  - 4. Score 4.5 or higher on the WIDA Access, if the student is an English learner; and
- (c) Demonstrate proficiency in a world language through one (1) of the following:
  - 1. Score Intermediate-Mid or higher in all three (3) communication modes (interpersonal, interpretive and presentation) on a world language proficiency assessment recognized by the American Council on the Teaching of Foreign Languages (ACTFL);
  - 2. Score 3 or higher on an Advanced Placement world language exam; B1 or higher on the Cambridge International world language exam; or four (4) or higher on an International Baccalaureate world language exam;

3. Score at the intermediate level or higher on the Sign Language Proficiency Interview (SLPI: ASL);
4. Pass a foreign government's approved non-English language exam, or score at a level comparable to Intermediate-mid or higher on the ACTFL proficiency scale on another country's secondary level standardized exam in the country's non-English native language; or
5. Score at a level comparable to Intermediate-Mid or higher on the ACTFL proficiency scale on an LEA developed alternate model. Alternate models may only be used if the identified world language does not have an associated nationally recognized assessment and must address communication, cultures, connections, comparisons and communities.

### Community Service Recognition

Students who voluntarily complete at least ten (10) hours of community service each semester the student is in attendance at a public high school shall be noted in the high school graduation program.

### National Career Readiness Recognition

Students graduating with a gold or platinum medal on National Career Readiness Certificate (WorkKeys) shall be noted in the high school graduation program.

### Work Ethic Recognition

Students graduating with a district-developed work ethic distinction shall be noted in the high school graduation program.

### GPA Calculation

Grade	Value	Standard	Honors Courses	AP/Dual Enrollment/ Local Dual Credit/ National Industry Certification
A	90-100	4.0	4.5	5.0
B	80-89	3.0	3.5	4.0
C	70-79	2.0	2.5	3.0
D	60-69	1.0	1.5	2.0
F	Below 60	0.0	0.0	0.0

### Laude System (ACS policy 4.605)

A laude system will be used to delineate three categories of High Academic Distinction, for 12<sup>th</sup> grade graduating students. The categories shall be determined by weighted cumulative grade point average. All high school credit grades earned in grades 8-11 and the first semester of the 12<sup>th</sup> grade year will be counted toward the student's grade point average, with the exception of online courses taken outside of ACS. Online courses taken outside of ACS will not count toward the grade point average, unless approved by the AHS Principal for credit recovery purposes. Online courses taken outside of ACS will not count in the Valedictorian/Salutatorian matrix. The final semester of the 12<sup>th</sup> grade year shall not be taken into account when determining the grade point average.

The categories of High Academic Distinction shall be as follows:

- **Summa Cum Laude** ("With Highest Honors"): GPA of 4.4 and above
- **Magna Cum Laude** ("With Great Honor"): GPA of 4.10-4.39
- **Cum Laude** ("With Honors"): GPA of 3.90-4.09

The valedictorian and salutatorian are selected each year from the graduating class. The valedictorian ranks first in overall academic standing criteria, and the salutatorian ranks second in overall academic standing

criteria. Overall academic standing is based on weighted GPA, highest composite ACT Score, number of advanced placement classes completed, cumulative score on all advanced placement exams completed, number of dual enrollment/dual credit classes completed, and total number of college hours received through dual enrollment/dual credit courses. The selection process can be located on the Arlington High School website.

### Grade Classification

To progress from one grade level to the next, Arlington High School students must pass their grade-level English course, as well as their concurrent math course, each year of high school. Grade classifications are as follows:

<b>9<sup>th</sup> Grade</b>	Less than <b>five (5)</b> credits, enrolled in English 9, and a math course
<b>10<sup>th</sup> Grade</b>	Earned <b>five (5)</b> credits and passed <b>both</b> English 9 and a math course
<b>11<sup>th</sup> Grade</b>	Earned <b>ten (10)</b> credits and passed <b>both</b> English 10 and two math courses
<b>12<sup>th</sup> Grade</b>	Earned <b>fourteen (14)</b> credits and passed <b>both</b> English 11 and three math courses

\*In accordance to the Tennessee State Department of Education requirement, a student classified as a 12<sup>th</sup> grader must be enrolled in a full schedule of credit bearing courses his/her senior year.

### Academic Eligibility Requirements for High School Athletes

**Tennessee Secondary Sports Athletic Association-** To be eligible to participate in athletic contests during any school year, the student must earn five credits the preceding school year. All credits must be earned by the first day of the beginning of the school year. Academic eligibility for a student is based on the requirements of the school the student was attending at the conclusion of the previous school year.

**NCAA Eligibility-** Students planning to participate in NCAA sports at a Division I or II School, must register with NCAA Eligibility Center and have their academic and amateurism status certified. To play sports at a Division I or II School, students must graduate from high school and meet ALL the following requirements:

<b>Division I</b>	<b>Division II</b>
• Complete 16 NCAA core courses	• Complete 16 NCAA core courses
• Earn at least a 2.3 GPA in the NCAA core courses	• Earn at least a 2.0 GPA in the NCAA core courses
• Earn an ACT sum score or SAT combined score that matches the core course GPA on the Division I sliding scale	• Earn an ACT sum score of 68 or an SAT combined score of 820

### Arlington High School Courses

**Standard Level Courses** are designed to prepare students for entrance into a college and for academic success in the college classroom. Standard courses are open to all students and follow the content standards, learning expectations, and performance indicators approved by the State Board of Education and Arlington Community Schools.

**Honors Level Courses** are designed for students who are capable of and interested in progressing through course material with more depth and rigor than the standard course. Honors courses substantially exceed the content standards, learning expectations, and performance indicators of the standard courses. Honors' course work aims at a greater proficiency in skills, wider range in reading and greater depth in understanding. Students are expected to perform at a faster pace, show greater levels of independence, and demonstrate greater skill in writing. To enroll in an Honors course, students should be recommended by a prerequisite teacher and approved prior to placement. For Honors courses, teachers will add three (3) points to the final

average of each grading period and each semester exam grade. The two nine-week grades and the semester exam grade will be used to calculate the semester average. Points are not added to the semester average.

**Advanced Placement (AP) courses** are taught at a college level with curriculum determined by The College Board. AP courses include extensive reading. Students in AP courses may earn college credit if they perform well on the national AP tests. To enroll in an AP course, students must be recommended by a prerequisite teacher and approved prior to placement. For AP courses, teachers will add five (5) points to the final average of each grading period and each semester exam grade. The two nine-week grades and the semester exam grade will be used to calculate the semester average. Points are not added to the semester average. Students enrolled in Advanced Placement courses are expected to sit for the standardized AP exam. Students who fail to sit for the standardized AP exam will not be awarded the additional points attributed to the AP class. Quarter and semester grades received throughout the school year will be adjusted to reflect the student's failure to sit for the standardized AP exam.

**Local Dual Credit courses** are high school course aligned to a local postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution. Courses are taught by licensed high school teachers or certified college instructors approved by the school system and the postsecondary institution. For Local Dual Credit courses, teachers will add four (4) points to the final average of each grading period and each semester exam grade. The two nine-week grades and the semester exam grade will be used to calculate the semester average. Points are not added to the semester average.

**Dual Enrollment courses** allow students to participate in college level courses conducted during the school day on the AHS campus. Dual Enrollment courses use University of Memphis, University of Tennessee at Martin, Tennessee College of Applied Technology or Southwest Community College curricula. Admission requirements and enrollment must be met in order to earn college credit. For Dual Enrollment courses, teachers will add four (4) points to the final average of the grading period. *\*Please note a course is defined as a university/college course offered during a semester. Example: Students enrolled in Dual Enrollment English are enrolled in 2 courses at the University of Memphis. English 1010 during semester one and English 1020 during semester two.*

## **Dual Enrollment Requirements**

### **University of Memphis**

- 19 composite score on ACT
- 18 English sub-score for students taking Dual English
- 19 Math sub-score for students taking Dual Math
- 24 Math sub-score for students taking Dual Engineering
- 100 admissions index score: 30 times the high school GPA (based on a 4.0 scale) plus the composite ACT score. Example: High School GPA of a 2.85 x 30=85.5 + 19=104.5

### **University of Tennessee at Martin**

- 3.0 un-weighted GPA
- 2.75 college GPA to remain eligible
- A transcript and ACT scores are required

### **Southwest TN Community College & TCAT**

- A transcript and ACT scores are required

The AHS Dual Enrollment Coordinator submits all official transcripts to the University of Memphis , UT Martin, Southwest TN Community College, or TCAT.

### Dual Enrollment Cost

The Dual Enrollment Grant is funded by the Tennessee Lottery and administered by the Tennessee Student Assistance Corporation (TSAC).

For continued grant eligibility during second semester, students must maintain a minimum **2.0 cumulative GPA**. If a student falls below the GPA requirement first semester, additional fees vary per post secondary institution.

Cost of Dual Enrollment courses is dependent upon previous enrollment in dual courses.



### Dual Enrollment Process

#### Step 1:

Complete Course Selection worksheet and select courses in Power School during online course selection.

#### Step 2:

Complete Dual Enrollment Contract and application process. ACT scores must be attached to Dual Enrollment contract.

	<h2 style="color: #000080;">Tennessee Scholarship Programs</h2>	
<b>Tennessee Promise Scholarship</b>		
<p><b>Tennessee Promise is a last-dollar scholarship, meaning it will cover costs of tuition and mandatory fees not met from Pell, HOPE, or state grant awards.</b></p> <ul style="list-style-type: none"> <li>○ <b>Offers 2 years of tuition free</b> community or technical college to high school graduates beginning with the Class of 2015.</li> <li>○ No GPA, ACT or income requirements</li> <li>○ Complete 8 hours of community service</li> <li>○ Application Deadlines (TN Promise, FAFSA, Institution)</li> <li>○ Attend 2 mandatory meetings at AHS</li> </ul>		
<b>Tennessee HOPE Scholarship</b>		
<p><b>Four-Year Institutions and two-year institutions with on-campus housing:</b> Up to <u>\$2,250</u> per full-time enrollment semester as a freshmen and sophomore; then up to <u>\$2,850</u> per full-time enrollment semester as a junior and senior</p> <p><b>Two-Year Institutions:</b> Up to <u>\$1,600</u> per full-time enrollment semester as a freshman and sophomore</p> <ul style="list-style-type: none"> <li>○ Minimum 21 ACT (Composite/concordant equivalent on the SAT) on a national or state test date <b>OR</b></li> <li>○ Final cumulative 3.0 GPA* for entering freshmen graduating from eligible public or category 1, 2, or 3 private high schools</li> </ul>		
<p><i><b>For questions and eligibility requirements, as well as additional financial aid opportunities, please visit the Tennessee Student Assistance Corporation</b></i></p> <p><i><b><a href="https://tn.gov/collegepays">https://tn.gov/collegepays</a></b></i></p>		

### Honors, Advanced Placement, Dual Enrollment, Dual Credit and National Industry Certification Courses

We believe ALL students should have access to rigorous and relevant early postsecondary opportunities.

Early postsecondary opportunities allow students to:

- earn postsecondary credits while in high school.
- become familiar with postsecondary expectations.
- develop confidence and skills for success in postsecondary.
- make informed postsecondary and career decisions.
- decrease the time and cost of completing a certificate or degree.



Honors Courses						
English	Fine Arts		World Languages	Mathematics	Science	Social Studies
English 9 English 10 English 11 English 12 Etymology Humanities Speech	Art I-III Graphic Media Senior Studio Band Percussion Strings Orchestra	Concert Choir Chorale Musical Theatre Intro. to Film & Video	French I-IV Latin I-IV Spanish I-IV	Algebra I Geometry Algebra II Pre-Calculus	Biology Chemistry Anatomy & Physiology Physics Organic Chemistry	World History & Geography U.S. History & Geography
EPSO: College Board Advanced Placement (AP) Courses						
Capstone	English	Fine Arts	World Languages	Mathematics	Science	Social Studies
Seminar Research	English Language & Composition English Literature & Composition	Art History Music Theory Studio Art: Drawing	French Spanish	Calculus AB Calculus BC Pre-Calculus Computer Sci.: Principles Statistics	Biology Chemistry Environmental Science Physics A Physics C	European History U.S. Gov. & Politics Human Geography Macro Economics Psychology U.S. History World History
EPSO: Dual Enrollment, Local Dual Credit and National Industry Certification Courses						
Dual Enrollment					Local Dual Credit	
Anatomy/Physiology I & II Biology Career Skill Building & Workforce Success College Algebra/Elementary Calculus Criminal Justice Engineering English 12 Entrepreneurship			Hospitality & Tourism Mgmt. Introduction to Film Mechatronics I, II & III Personal Finance Pre-Nursing Principles of Machining I & II Welding		Business Management Lifetime Wellness Personal Finance	
EPSO: National Industry Certification Courses						
Advanced Office Apps: MOS AP Env. Science: Ducks Unlimited Ecology Conservation & Mgmt Business Communications: Southwest Airline Professional Communications Business & Entrepreneurship Practicum: OSHA 10 Coding II: CIW: JavaScript Specialist		Coding Practicum: CIE Advanced HTML & CSS3 Criminal Justice I: OSHA 10 Criminal Justice III: Unarmed Security Guard Cybersecurity II: CompTIA IT Fundamentals+ Lifetime Wellness/Clinical Internship: Adult, Infant & Child CPR/AED/First Aid Machining: NIMS Mechatronics: NIMS			Medical Therapeutics: OSHA 10 STEM I: OSHA 10 STEM IV: CSWA Welding I: OSHA 10 Welding II: AWS SENSE ELWL Level 2&3 Work Based Learning: OSHA 10, Employability Skills	



### Sample Four (4) Year Plan of Study

Minimum 22 Credits Required for Graduation								
<b>English</b> (4 credits) To include: English 9 English 10 English 11 English 12	<b>Math</b> (4 credits in HS) To include: Algebra I Geometry Algebra II Senior Math of choice	<b>Science</b> (3 credits) To include: Biology Chemistry or Physics 3 <sup>rd</sup> Lab Science	<b>Social Studies</b> (3 credits) To include: World History U.S. History U.S. Gov. & Civics Economics	<b>Personal Finance</b> (.5 credits)	<b>Wellness</b> (1.5 credits) To include: Lifetime Wellness Physical Education	<b>Focus Area</b> (3 credits) <u>Choose One:</u> -AP -CTE -Fine Arts -Humanities -Math & Science	<b>Foreign Language</b> (2 credits in the same language) <u>Choose One:</u> -French -Latin -Spanish	<b>Fine Arts</b> (1 credit) <u>Choose One:</u> - Instrumental Music - Vocal Music - Theatre Arts - Visual Arts - Media Arts

**Tennessee Hope Scholarship:** Students qualify for this scholarship by scoring a 21 on the ACT or achieving a cumulative un-weighted 3.0 GPA based on the Tennessee Uniform Grading Scale.

Student Name: \_\_\_\_\_

Focus Area: \_\_\_\_\_

Career Aspiration: \_\_\_\_\_

Post-Secondary Educational Plans: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE	REQUIRED	TOTAL
<b>English</b>	Eng 9 _____ Eng 9 Honors _____	Eng 10 _____ Eng 10 Honors _____	Eng 11 _____ Eng 11 Honors _____ AP English 11 _____	Eng 12 _____ Eng 12 Honors _____ AP English 12 _____ Dual Enrollment English _____	<b>4</b>	
<b>Math</b>	Algebra I _____ Algebra I Honors _____ Geometry _____ Geometry Honors _____	Geometry _____ Geometry Honors _____ Algebra II _____ Algebra II Honors _____	Algebra II _____ Algebra II Honors _____ Junior Math beyond Algebra II _____	Senior Math beyond Algebra II _____	<b>4</b>	
<b>Science</b>	Biology _____ Biology Honors _____	Chemistry _____ Chemistry Honors _____	3 <sup>rd</sup> Lab Science _____		<b>3</b>	
<b>Social Studies</b>			U.S. History	U.S. Govt. & Economics	<b>3</b>	
<b>Personal Finance</b>				Personal Finance	<b>0.5</b>	
<b>Wellness</b>	Lifetime Wellness				<b>1</b>	
<b>Physical Education</b>					<b>0.5</b>	
<b>Foreign Language</b>					<b>2</b>	
<b>Fine Arts</b>					<b>1</b>	
<b>Focus Area</b>					<b>3</b>	



**Arlington High School**  
**Sample Course Selection Worksheet**  
**2024-2025**

**Primary Focus Area:** \_\_\_\_\_

**Secondary Focus Area:** \_\_\_\_\_

Each student needs at least 6 credits to create a full schedule. Seven credits are always recommended. Students will be scheduled into chosen courses by computer and each student will be expected to remain in these classes all year. Should a course not be offered or be at maximum enrollment, an alternate will be scheduled.

Check One & Obtain Teacher Rec. (if applicable)

- |                         |                    |             |         |
|-------------------------|--------------------|-------------|---------|
| 1. English _____        | Standard ____      | Honors ____ | AP ____ |
| 2. Math _____           | Standard ____      | Honors ____ | AP ____ |
| 3. Science _____        | Standard ____      | Honors ____ | AP ____ |
| 4. Social Studies _____ | Standard ____      | Honors ____ | AP ____ |
| 5. _____                | Alternate 1: _____ |             |         |
| 6. _____                | Alternate 2: _____ |             |         |
| 7. _____                | Alternate 3: _____ |             |         |

**Counselor Notes**

**Minimum Graduation Requirements – 22 Total Credits**

<u>Course</u>	<u>Number of Credits</u>
<b>English</b>	<b>4.0</b>
<b>Math</b> (Must include Algebra I, Geometry, Algebra II, and 1 year beyond)	<b>4.0</b>
<b>Science</b> (Biology, Chemistry or Physics & an additional lab science)	<b>3.0</b>
<b>Social Studies</b> (World History & Geography U.S. History & Geography, Economics & Government)	<b>3.0</b>
<b>Wellness/P.E.</b>	<b>1.5</b>
<b>Personal Finance</b>	<b>.5</b>
<b>Foreign Language</b> (Must be 2 years of the same)	<b>2.0</b>
<b>Fine Art</b>	<b>1.0</b>
<b>Focus Area</b>	<b><u>3.0</u></b>
	<b>22.0</b>

**TENNESSEE HOPE SCHOLARSHIP**

- Award amount - \$2,250/sem. for the first two years at a 4-year institution and \$2,850/sem. for the last two years; \$1,600/sem. for 2-year institutions (no more than cost of attendance)
- Entering freshmen (High School Class of 2005 and thereafter) must have a minimum of a 21 ACT (980 SAT) **OR** overall un-weighted minimum 3.0 grade point average (GPA) on the Tennessee Uniform Grading Scale.

Read more about this at <http://www.tn.gov/collegepays/>

**Remember: Qualifying for the Hope Scholarship begins when you begin earning high school credit!!**

***I acknowledge that I have received information pertinent to the Tennessee Lottery Scholarship Program.***

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Parent Signature

\_\_\_\_\_  
 Date



## 9<sup>th</sup> grade

## 10<sup>th</sup> grade



**12<sup>th</sup>**

## Focus Areas

## Career and Technical Education Programs of Study

Tennessee's Career and Technical Education (CTE) programs of study are meant to provide a relevant framework of industry-aligned, rigorous courses that progress a student in knowledge and skills year over year. They provide invaluable opportunities for students to experience a subject they are passionate about and explore interests that lead to postsecondary learning and future career paths. These sequenced courses also reflect and support the three credit elective focus requirement for graduation. Level one courses are encouraged to be taken by students in ninth grade.



To satisfy graduation requirements, students must complete an Elective Focus of 3 credits in any one of the following areas: Math and Science, Career and Technical Education Program of Study, Fine Arts, Humanities, or Advanced Placement (AP).

### Programs of Study with Industry Certifications and Post Secondary Credits

State Recognized CTE Cluster	Program of Study	Early Post Secondary Opportunities
<b>Advanced Manufacturing</b>	Machining Technology	<b>Level 1:</b> Principles of Manufacturing; Industry Certification: OSHA 10 <b>Level 3:</b> Principles of Machining I Dual Enrollment <b>Level 4:</b> Principles of Machining II Dual Enrollment, Work Based Learning Dual Enrollment
	Mechatronics	<b>Level 1:</b> Principles of Manufacturing; Industry Certification: OSHA 10 <b>Level 3:</b> Mechatronics I Dual Enrollment <b>Level 4:</b> Mechatronics II & III Dual Enrollment
	Welding	<b>Level 1:</b> Welding Dual Enrollment; Industry Certification: OSHA 10 <b>Level 2:</b> Welding Dual Enrollment; Industry Certification: AWS SENSE Entry Level Welder Level 2&3 <b>Level 3:</b> Welding Dual Enrollment
<b>Business Management &amp; Administration</b>	Business Management	<b>Level 3:</b> Local Dual Credit; Industry Certification: Southwest Airlines Professional Communications <b>Level 4:</b> Work Based Learning Dual Enrollment; Industry Certification: OSHA 10
	Office Management	<b>Level 3:</b> Local Dual Credit <b>Level 4:</b> Industry Certification: Microsoft Office Specialist (Excel) (PowerPoint) (Word), and OSHA 10; Work Based Learning Dual Enrollment
<b>Health Science</b>	Nursing Services	<b>Level 2:</b> Industry Certification: OSHA 10 <b>Level 4:</b> Pre-Nursing Dual Enrollment
	Therapeutic Services	<b>Level 2:</b> Industry Certification: OSHA 10 <b>Level 4:</b> Industry Certification: Adult, Infant & Child CPR/AED/First Aid;
<b>Human Services</b>	Human & Social Sciences	<b>Level 4:</b> Work Based Learning Dual Enrollment; Industry Certification: OSHA 10
<b>Information Technology</b>	Coding	<b>Level 3:</b> Industry Certification: CIW: JavaScript Specialist <b>Level 4:</b> Industry Certification: CIE Advanced HTML & CSS3
	Cybersecurity	<b>Level 3:</b> Industry Certification: CompTIA IT Fundamentals+ <b>Level 4:</b> AP Computer Science: Principles
<b>Law, Public Safety, Corrections &amp; Security</b>	Criminal Justice & Correction Services	<b>Level 1:</b> Industry Certification: OSHA 10 <b>Level 3:</b> Industry Certification: Unarmed Security Guard <b>Level 4:</b> Criminal Justice Dual Enrollment
<b>Marketing</b>	Entrepreneurship	<b>Level 3:</b> Entrepreneurship Dual Enrollment; Industry Certification: OSHA 10 <b>Level 4:</b> Work Based Learning Dual Enrollment; Industry Certification: OSHA 10
<b>STEM</b>	Advanced STEM Applications	<b>Level 1:</b> Industry Certification: OSHA 10 <b>Level 4:</b> Industry Certification: Certified Solid Works Associate (CSWA) Academic

## Advanced Manufacturing

Program of Study	Level 1	Level 2	Level 3	Level 4
<b>Machining Technology</b>		Principles of Manufacturing	DE Machining Technology I	DE Machining Technology II Work Based Learning or DE Work Based Learning
<b>Mechatronics</b>		Principles of Manufacturing	DE Mechatronics I	DE Mechatronics II DE Mechatronics III
<b>Welding</b>		DE Welding I	DE Welding II	DE Welding III

### Machining Technology

#### **Level 2: Principles of Manufacturing**

Principles of Manufacturing is designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Machining Technology, Industrial Maintenance Technology, Mechatronics, and Welding. Throughout the course, students will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting. Course content covers basic quality principles and processes, blueprints and schematics, and systems. Upon completion of this course, proficient students will advance from this course with a nuanced understanding of how manufacturing combines design and engineering, materials science, process technology, and quality. Upon completion of the Principles of Manufacturing course, students will be prepared to make an informed decision regarding which Advanced Manufacturing program of study to pursue.



**Grade Level: 10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

**Industry Certification: Machining Level 1 – Measurement, Materials, and Safety Certification (NIMS)**

#### **Level 3: Machining Technology I Dual Enrollment**

Principles of Machining I is designed to provide students with the skills and knowledge to be effective in production environments as a machinist, CNC operator, or supervisor. Upon completion of this course, proficient students will demonstrate safety practices concerning machining technology, proper measurement and layout techniques, reading and interpreting drawings and blueprints, production design processes, and quality control procedures. Upon completion of this course, students will be knowledgeable about potential postsecondary education and career opportunities related to machining technology and will be prepared to enroll in more advanced machining courses in high school. This course is offered as a Dual Enrollment course through Southwest Tennessee Community College for college credit hours while fulfilling high school graduation requirements. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution.



**Grade Level: 11      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Parent and student orientation is required for all enrolled students prior to the first day of class.**

**Industry Certification: Machining Level 1 – Measurement, Materials, and Safety Certification (NIMS)**

#### **Level 4: Machining Technology II Dual Enrollment**

*Principles of Machining II* is an advanced level contextual course that builds on the introductory skills learned in the entry-level manufacturing and machining courses, stressing the concepts and practices in a production environment supported by advanced machining and engineering facilities. Working with the course instructor and team members in a cooperative learning environment, students will design, produce, and maintain products that are defined by detailed technical specifications. Emphasis is placed on quality control, safety and engineering codes and standards, and production-grade machining systems, building on the learner's past knowledge, current experiences, and future conduct as a career machinist. Upon completion of this course, proficient students will be able to examine blueprints and specification drawings to plan and implement the manufacture of products, machine parts to specifications using both manual and computer-controlled machine tools, and measure, examine, and test completed products to check for defects and conformance to specifications.



**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Principles of Machining I Dual Enrollment, Parent and student orientation is required for all enrolled students prior to the first day of class.**

#### **Level 4: Work Based Learning**

Work Based Learning is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. This model

should incorporate industry engagement through activities like tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations. Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths. *Membership in the student organization, Future Business Leaders of America, is recommended.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Program of Study Levels 1-3 Coursework**

#### **Level 4: Dual Enrollment Work Based Learning: Career Skill Building for Workforce Success**

Dual Enrollment Work Based Learning is offered as a Dual Enrollment course UNIV 1555 Career Skill Building for Workforce Success through the University of Memphis for three college credit hours while fulfilling high school graduation requirements. This is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. UNIV 1555 Career Skill Building for Workforce Success provides basic skills and knowledge needed for the development of personal career goals, communication skills, teamwork, and employment success. This model should incorporate industry and college engagement through activities like college and industry tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations. Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths. *Membership in the student organization, Future Business Leaders of America, is recommended.*

**Grade Level: 12      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Program of Study Levels 1-3 Coursework, ACT Composite of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite], Parent and student orientation is required for all enrolled students prior to the first day of class.**

*\*Note: Course fees are substantially reduced for the high school based program through an institutional grant from the University of Memphis and the Tennessee Lottery Dual Enrollment grant.*

**Industry Certification: OSHA 10**



### **Mechatronics**

#### **Level 2: Principles of Manufacturing**

Principles of Manufacturing is designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Machining Technology, Industrial Maintenance Technology, Mechatronics, and Welding. Throughout the course, students will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting. Course content covers basic quality principles and processes, blueprints and schematics, and systems. Upon completion of this course, proficient students will advance from this course with a nuanced understanding of how manufacturing combines design and engineering, materials science, process technology, and quality. Upon completion of the Principles of Manufacturing course, students will be prepared to make an informed decision regarding which Advanced Manufacturing program of study to pursue.

**Grade Level: 10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: None**

**Industry Certification: Machining Level 1 – Measurement, Materials, and Safety Certification (NIMS)**



#### **Level 3: Mechatronics I Dual Enrollment**

Mechatronics I is an applied course in the manufacturing cluster for students interested in learning more about careers as a mechatronics technician, maintenance technician, electromechanical technician, and manufacturing engineer. This first of two courses covers basic electrical and mechanical components of mechatronics systems as well as their combined uses with instrument controls and embedded software designs. Upon completion of this course, proficient students are able to describe and explain basic functions of physical properties and electrical components within a mechatronic system. They can logically trace the flow of energy through a mechatronic system and can communicate this process to others. They know how to effectively use technical documentation such as data sheets, schematics, timing diagrams, and system specifications to troubleshoot basic problems with equipment. Finally, they develop strategies to identify, localize, and correct malfunctioning components and equipment. This course is offered as a Dual Enrollment course through Southwest Tennessee Community College for four college credit hours while fulfilling high school graduation requirements.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Parent and student orientation is required for all enrolled students prior to the first day of class.**





#### Level 4: Mechatronics II Dual Enrollment

Mechatronics II is an advanced course in the manufacturing career cluster for students interested in learning more about such careers as mechatronics technician, maintenance technician, or electromechanical technician. Following the groundwork of mechanics and electronics laid in *Mechatronics I*, this course covers basics of pneumatic, electro pneumatic, and hydraulic control circuits in a complex mechatronic system. In addition, the course addresses basic digital logic and programmable logic controllers (PLCs) employed in the mechanical, electronic, and control systems in a mechatronics system. Upon completion of this course, proficient students are able to explain the inter-relationships of components and modules within a complex mechatronic system. They understand the differences between hydraulic and pneumatic fluid power and can explain the scientific principles that apply. They also use technical documentation (such as datasheets, circuit diagrams, displacement step diagrams, timing diagrams, and function charts) to troubleshoot and resolve malfunctioning pneumatic and hydraulic components and circuits. They demonstrate understanding of the role of programmable logic controllers (PLC) in mechatronic systems and the ability to write, debug, and run basic ladder logic. This course is offered as a Dual Enrollment course through Southwest Tennessee Community College for four college credit hours while fulfilling high school graduation requirements.

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Mechatronics I Dual Enrollment, Parent and student orientation is required for all enrolled students prior to the first day of class.**



#### Level 4: Mechatronics III Dual Enrollment

Mechatronics III is offered as a Dual Enrollment course through Southwest Tennessee Community College for six college credit hours while fulfilling high school graduation requirements. While enrolled in the year-long Mechatronics III course at AHS, students will be enrolled in MECH 1350 Industrial Robotics during the first semester and MECH 2320 Motor Control during the second semester at SWTCC. The Industrial Robotics course (MECH 1350) introduces the student to industrial robots and teaches software packages for programming various manufacturers' robots. Students gain operating and troubleshooting experience, plus experience in programming an industrial robot for manufacturing and mechatronics applications. Motor Control (MECH 2320) covers the principles of AC and DC motors, motor control, and general machine operations in a complex mechatronic system. Students will learn the functions and properties of machine control elements and the roles they play within the system. Topics covered will include general machine operations and motor control techniques; mechanical components and electric drives; motor sensors, braking and loads; motor efficiency and power; preventive measures and troubleshooting techniques. Technical documentation such as data sheets, circuit diagrams, schematics, displacement step diagrams and function charts will also be covered. By understanding and performing measurements on motors and motor control circuits, students will learn and apply troubleshooting strategies to identify, localize and correct malfunctions. Safety issues within the system will also be discussed.

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Mechatronics I & II Dual Enrollment, Parent and student orientation is required for all enrolled students prior to the first day of class.**



### Welding

#### Level 1: Welding I Dual Enrollment

Welding I LDC is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Proficient students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding, mechanical, and thermal properties of metals, and quality control. This course is offered as a Local Dual Credit course through Southwest Tennessee Community College for college credit hours while fulfilling high school graduation requirements. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution. Upon completion of this course, proficient students will understand the requirements to pursue the American Welding Society Entry Welder qualification and examination and will be prepared to undertake more advanced welding coursework. Each student should have an approved welding helmet, chipping hammer, wire brush, gloves, and safety glasses. A shop fee of \$10 is requested. Membership into the student organization, SkillsUSA, is recommended.

**Grade Level: 10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

**Industry Certification: AWS SENSE Entry Level Welder**



### Level 2: Welding II Dual Enrollment

Welding II is designed to provide students with opportunities to effectively perform cutting and welding applications of increasingly complexity used in the advanced manufacturing industry. Proficient students will build on the knowledge and skills of the Welding I course and apply them in novel environments, while learning additional welding techniques not covered in previous courses. Specifically, students will be proficient in (1) fundamental safety practices in welding, (2) gas metal arc welding (GMAW), (3) flux cored arc welding (FCAW), (4) gas tungsten arc welding (GTAW), and (5) quality control methods. This course is offered as a Local Dual Credit course through Southwest Tennessee Community College for college credit hours while fulfilling high school graduation requirements. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution. Upon completion of the Welding II course, proficient students will be eligible to complete the American Welding Society (AWS) Entry Welder or the AWS SENSE Advanced Welders qualifications and certifications. Each student should have an approved welding helmet, chipping hammer, wire brush, gloves, and safety glasses. *A shop fee of \$10 is requested. Membership into the student organization, SkillsUSA, is recommended.*

**Grade Level: 11      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Welding I**

**Industry Certification: AWS SENSE Entry Level Welder**



### Level 3: Welding III Dual Enrollment

Welding Dual Enrollment is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Advanced Manufacturing courses. While continuing to add to their technical skillsets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students will be able to work in teams to plan the production of a sophisticated product; develop troubleshooting and problem-solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career and postsecondary opportunities. For all projects undertaken in this course, students are expected to follow the focus area in their chosen program of study while also refining skills previously acquired to achieve deeper levels of mastery. This course is offered as a Dual Enrollment course through the Tennessee College of Applied Technology (TCAT) while fulfilling high school graduation requirements. Each student should have an approved welding helmet, chipping hammer, wire brush, gloves, and safety glasses.

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Program of Study Levels 1-2 Coursework, Parent and student orientation is required for all enrolled students prior to the first day of class.**

**Industry Certification: AWS SENSE Advanced Level Welder**



## Business Management and Administration

Program of Study	Level 1	Level 2	Level 3	Level 4
<b>Business Management</b>	Introduction to Business & Marketing	Business Communications or Accounting	Business Management LDC	Work Based Learning or DE Work Based Learning
<b>Office Management</b>	Introduction to Business & Marketing	Business Communications	Business Management LDC	Advanced Office Applications, Work Based Learning or DE Work Based Learning

### Business Management

#### **Level 1: Introduction to Business and Marketing**

Introduction to Business and Marketing 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 be challenged to analyze the elements of the business environment and focus on attitudinal and problem-solving skills inherent to success. *Membership in the student organization, DECA (\$30 membership fee) is recommended.*

**Grade Level: 9-10      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

#### **Level 2: Business Communications**

Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be challenged to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. *Membership in the student organization, Future Business Leaders of America, is recommended.*

**Grade Level: 9-11      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Program of Study Level 1 Coursework**

**Industry Certification: Southwest Airlines Professional Communications**

#### **Level 2: Accounting I**

Accounting I is an essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skillsets related to financial literacy. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. In this course, proficient Accounting students develop skills to analyze business transactions, journalize, post, and prepare worksheets and financial statements, and apply financial analysis to business processes. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work, such as the GAAP (generally accepted accounting procedures) standards. Upon completion of this course, proficient students will be prepared to apply their accounting skills in more advanced Business and Finance courses, and ultimately pursue postsecondary training. *A workbook fee of \$24 is requested. Membership in the student organization, Future Business Leaders of America, is recommended.*

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Algebra I**

#### **Level 3: Business Management LDC**

Business Management LDC focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be challenged to complete a full review of an existing business and offer recommendations for improvement, as would a management consultant. This course is offered as a Local Dual Credit course through Southwest Tennessee Community College for college credit hours while fulfilling high school graduation requirements. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution. *Membership in the student organization, Future Business Leaders of America, is recommended.*

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Program of Study Levels 1-2 Coursework**



#### Level 4: Work Based Learning

Work Based Learning is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. This model should incorporate industry engagement through activities like tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations. Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths.

*Membership in the student organization, Future Business Leaders of America, is recommended.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Program of Study Levels 1-3 Coursework**

**Industry Certification: OSHA 10**

#### Level 4: Dual Enrollment Work Based Learning: Career Skill Building for Workforce Success

Dual Enrollment Work Based Learning is offered as a Dual Enrollment course UNIV 1555 Career Skill Building for Workforce Success through the University of Memphis for three college credit hours while fulfilling high school graduation requirements. This is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. UNIV 1555 Career Skill Building for Workforce Success provides basic skills and knowledge needed for the development of personal career goals, communication skills, teamwork, and employment success. This model should incorporate industry and college engagement through activities like college and industry tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations. Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths. *Membership in the student organization, Future Business Leaders of America, is recommended.*

**Grade Level: 12      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Program of Study Levels 1-3 Coursework, ACT Composite of 19 or above, and selection score of 100 or above [selection score calculation:  $(\text{GPA} \times 30) + \text{ACT composite}$ ], Parent and student orientation is required for all enrolled students prior to the first day of class.**



*\*Note: Course fees are substantially reduced for the high school based program through an institutional grant from the University of Memphis and the Tennessee Lottery Dual Enrollment grant.*

**Industry Certification: OSHA 10**

#### Office Management

##### Level 1: Introduction to Business and Marketing

Introduction to Business and Marketing 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 be challenged to analyze the elements of the business environment and focus on attitudinal and problem-solving skills inherent to success. *Membership in the student organization, DECA (\$30 membership fee) is recommended.*

**Grade Level: 9-10      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

##### Level 2: Business Communications

Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be challenged to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. *Membership in the student organization, Future Business Leaders of America, is recommended.*

**Grade Level: 9-11      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Program of Study Level 1 Coursework**

**Industry Certification: Southwest Airlines Professional Communications**

##### Level 3: Business Management LDC

Business Management LDC focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's

goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be challenged to complete a full review of an existing business and offer recommendations for improvement, as would a management consultant. This course is offered as a Local Dual Credit course through Southwest Tennessee Community College for college credit hours while fulfilling high school graduation requirements. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution. *Membership in the student organization, Future Business Leaders of America, is recommended.*



**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Program of Study Levels 1-2 Coursework**

#### **Level 4: Advanced Office Applications**

Advanced Computer Applications prepares students to continue postsecondary training in business related programs, provides advanced training for students pursuing a career in administrative and information support, and supports obtaining an industry certification in specific software applications (such as the Microsoft Office Suite). Course content and projects are meant to simulate workplace scenarios and draw on skills related to communications, operations, management, and teamwork in order to accomplish information management goals. Upon completion of this course, proficient students will be fluent in a variety of information management software applications and will be prepared to sit for the Microsoft Office Specialist (MOS). *Membership in the student organization, Future Business Leaders of America, is recommended.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Program of Study Levels 1-3 Coursework**  
**Industry Certification: Microsoft Office Specialist (Excel, PowerPoint, Word)**



#### **Level 4: Work Based Learning**

Work Based Learning is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. This model should incorporate industry engagement through activities like tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations. Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths. *Membership in the student organization, Future Business Leaders of America, is recommended.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Program of Study Levels 1-3 Coursework**  
**Industry Certification: OSHA 10**

#### **Level 4: Dual Enrollment Work Based Learning: Career Skill Building for Workforce Success**

Dual Enrollment Work Based Learning is offered as a Dual Enrollment course UNIV 1555 Career Skill Building for Workforce Success through the University of Memphis for three college credit hours while fulfilling high school graduation requirements. This is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. UNIV 1555 Career Skill Building for Workforce Success provides basic skills and knowledge needed for the development of personal career goals, communication skills, teamwork, and employment success. This model should incorporate industry and college engagement through activities like college and industry tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations. Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths. *Membership in the student organization, Future Business Leaders of America, is recommended.*

**Grade Level: 12      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Program of Study Levels 1-3 Coursework, ACT Composite of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite], Parent and student orientation is required for all enrolled students prior to the first day of class.**



*\*Note: Course fees are substantially reduced for the high school based program through an institutional grant from the University of Memphis and the Tennessee Lottery Dual Enrollment grant.*

**Industry Certification: OSHA 10**



## Government and Public Administration

Program of Study	Level 1	Level 2	Level 3	Level 4
Leadership in Government	JROTC I	JROTC II	JROTC III	JROTC IV

Army Junior Reserve Officers' Training Corps (AJROTC) is offered to students in the 9th through 12th grades. There is no military service obligation. The AJROTC program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and provides instruction and rewarding opportunities that benefit the student, community, and nation.

Each AJROTC unit is structured along the lines of an Army unit to develop student leadership at each grade level under the direct supervision of the instructors. The scope, focus, and content of the instruction is sequential; it reflects and builds on the previous year's curriculum. In addition to the emphasis placed on citizenship and leadership, the development of communication skills, the incorporation of historical perspectives, the requirement for competitiveness in physical fitness and military skills; the significance of service learning are emphasized. Students are guided by experienced leaders who help them develop self-awareness, confidence, the necessary skills to be good leaders and understand their potential.



\* Successful completion of 2 years of JROTC substitutes for one credit of Lifetime Wellness. Successful completion of 3 years of JROTC substitutes for ½ credit of Personal Finance or ½ credit of U.S. Government or ½ credit of physical education.

### Leadership and Education Training AJROTC 1

This course includes Introduction to AJROTC, Leadership Theory and Application, Foundations of Success, Lifetime Wellness, Fitness, and First Aid, Geography and Earth Science, Citizenship and American History, Service Learning, and U.S. Government. Safety and Physical

**Grade Level:** 9-12    **Full Year:** 1.0    **NCAA Approved:** No    **Teacher Recommendation:** No

**Prerequisite:** None

### Leadership and Education Training AJROTC 2

This course includes intermediate level of instruction in the subjects begun in the first year.

**Grade Level:** 10-12    **Full Year:** 1.0    **NCAA Approved:** No    **Teacher Recommendation:** No

**Prerequisite:** Leadership Education and Training AJROTC 1, Approval of Senior Army Instructor and Principal

### Leadership and Education Training AJROTC 3

This course provides advanced-level instruction in the subjects taught in first and second year AJROTC. Emphasis is placed on how the various factors (communications, problem solving, decision making, planning and supervision) affect a cadets' effectiveness as a leader. Cadets are given increased opportunities to demonstrate leadership skills in the Cadet Battalion organization. In addition, cadets are exposed to opportunities available to them to enter the military as an officer, the steps that should be taken to apply/enroll in a college and how to obtain information about the various types of schools and colleges.

**Grade Level:** 11-12    **Full Year:** 1.0    **NCAA Approved:** No    **Teacher Recommendation:** No

**Prerequisite:** Leadership Education and Training AJROTC 2, Approval of Senior Army Instructor and Principal

### Leadership and Education Training AJROTC 4

This advanced level of AJROTC caps three years of progression in every phase of AJROTC. Students selected for this course have demonstrated proficiency in Leadership Education and Training (LET) 3 and are presented with the challenge to study self-paced and to complete the exercises, case studies and vignettes in the programmed text. In addition, the students are taught techniques of command and staff procedures through text and practical exercises. Students demonstrate their ability to perform briefings and to prepare staff reports.

**Grade Level:** 12    **Full Year:** 1.0    **NCAA Approved:** No    **Teacher Recommendation:** No

**Prerequisite:** Leadership Education and Training AJROTC 3, Approval of Senior Army Instructor and Principal

## Health Science

Program of Study	Level 1	Level 2	Level 3	Level 4
Nursing Services	Health Science Education	Human Anatomy & Physiology	Medical Therapeutics	DE Pre-Nursing
Therapeutic Services	Health Science Education	Human Anatomy & Physiology	Medical Therapeutics	Clinical Internship

### Nursing Services

#### **Level 1: Health Science Education**

Health Science Education is an introductory course designed to prepare students to pursue careers in the fields of public health, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a proficient student will be challenged to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a strong foundation for all of the Health Science programs of study. *Membership into the student organization HOSA is recommended and course/lab fees are accessed.*

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: None**

#### **Level 2: Human Anatomy and Physiology**

Anatomy and Physiology is designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be challenged to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Biology and Chemistry**

#### **Level 3: Medical Therapeutics**

Medical Therapeutics is an applied course designed to prepare students to pursue careers in therapeutic and nursing services. Upon completion of this course, a proficient student will be challenged to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments.

*Membership into the student organization HOSA is recommended and course/lab fees are accessed.*

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Program of Study Level 1 Coursework**  
**Industry Certification: OSHA 10**



#### **Level 4: Dual Enrollment Pre-Nursing**

Dual Enrollment Pre-Nursing is offered through the University of Tennessee at Martin for six college credit hours. Students will be enrolled in NURS 281 during the first semester and HLTH 111 during the second semester. The NURS 281 Pre-Nursing course is designed for high school students and college freshman contemplating becoming a Professional nurse. The course provides a broad foundational platform for students to enroll in course work that will be addressed when accepted into the Bachelor of Science in Nursing Program at the University of Tennessee at Martin. Principles and Concepts in Personal Health, HLTH 111, focuses on the development of the understandings, attitudes and practices which contribute to better individual health.

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Students must have a cumulative 3.0 un-weighted GPA to be eligible and a 2.75 college GPA to remain eligible, a transcript and ACT scores are required, parent and student orientation is required for all enrolled students prior to the first day of class.**



## Therapeutic Services

### **Level 1: Health Science Education**

Health Science Education is an introductory course designed to prepare students to pursue careers in the fields of public health, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a proficient student will be challenged to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a strong foundation for all of the Health Science programs of study. *Membership into the student organization HOSA is recommended and course/lab fees are accessed.*

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: None**

### **Level 2: Human Anatomy and Physiology**

Anatomy and Physiology is designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be challenged to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Biology and Chemistry**

### **Level 3: Medical Therapeutics**

Medical Therapeutics is an applied course designed to prepare students to pursue careers in therapeutic and nursing services. Upon completion of this course, a proficient student will be challenged to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments. *Membership into the student organization HOSA is recommended and course/lab fees are accessed.*

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Program of Study Level 1 Coursework**  
**Industry Certification: OSHA 10**



### **Level 4: Clinical Internship**

Clinical Internship is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a pre-requisite Health Science course. Upon completion of this course, proficient students will be able to pursue certification in the pre-requisite course of Cardiovascular Services, Exercise Physiology, Medical Therapeutics or Pharmacological Science. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. *Membership into the student organization HOSA is recommended and course/lab fees are accessed.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Program of Study Levels 1-3 Coursework**  
**Industry Certification: Adult, Infant & Child CPR/AED/First Aid**





## Human Services

Program of Study	Level 1	Level 2	Level 3	Level 4
Human and Social Sciences	Introduction to Human Studies	Lifespan Development	Family Studies	Psychology, Sociology, Work Based Learning or DE Work Based Learning

### Level 1: Introduction to Human Studies

Introduction to Human Studies is a foundational course for students interested in helping families and children optimize their growth and development. Possible careers associated with human services include a public advocate, social worker, counselor, intervention specialist, child psychologist, family services coordinator and more. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. *All students enrolled in this course have the opportunity to join Family, Career and Community Leaders of America. FCCLA Membership: \$30*

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

### Level 2: Lifespan Development

Lifespan Development builds basic knowledge in human growth and development. Upon completion of the course, proficient students will have knowledge of developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. *All students enrolled in this course have the opportunity to join Family, Career and Community Leaders of America. FCCLA Membership: \$30*

**Grade Level: 10-11      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Program of Study Level 1 Coursework**

### Level 3: Family Studies

Family Studies is an applied knowledge course that examines the diversity and evolving structure of the modern family. Upon completion of the course, proficient students will have knowledge of the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. *All students enrolled in this course have the opportunity to join Family, Career and Community Leaders of America. FCCLA Membership: \$30*

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Program of Study Levels 1-2 Coursework**

### Level 4: Sociology

Sociology is a study of dynamics and models of individual and group relationships. The course focuses on society and human interaction and the historical development of sociology, research methods and theoretical perspectives on human interaction. Customs and practices of different cultures are emphasized.

**Grade Level: 9-12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Program of Study Levels 1-3 Coursework**

### Level 4: Psychology

Psychology is a study of the individual and the personality. The course emphasizes learning and personality theory, normal and abnormal behavior, problem solving and conflict analysis.

**Grade Level: 11-12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Program of Study Levels 1-3 Coursework**

### Level 4: Work Based Learning

Work Based Learning is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. This model should incorporate industry engagement through activities like tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations. Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate

professional-quality employability skills relevant to their chosen career paths. *Membership in the student organization, Family, Career and Community Leaders of America is recommended.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Program of Study Levels 1-3 Coursework**

**Industry Certification: OSHA 10**

**Level 4: Dual Enrollment Work Based Learning: Career Skill Building for Workforce Success**

Dual Enrollment Work Based Learning is offered as a Dual Enrollment course UNIV 1555 Career Skill Building for Workforce Success through the University of Memphis for three college credit hours while fulfilling high school graduation requirements. This is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. UNIV 1555 Career Skill Building for Workforce Success provides basic skills and knowledge needed for the development of personal career goals, communication skills, teamwork, and employment success. This model should incorporate industry and college engagement through activities like college and industry tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations. Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths. *Membership in the student organization, Family, Career and Community Leaders of America is recommended.*

**Grade Level: 12      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Program of Study Levels 1-3 Coursework, ACT Composite of 19 or above, and selection score of 100 or above [selection score calculation:  $(\text{GPA} \times 30) + \text{ACT composite}$ ], Parent and student orientation is required for all enrolled students prior to the first day of class.**



*\*Note: Course fees are substantially reduced for the high school based program through an institutional grant from the University of Memphis and the Tennessee Lottery Dual Enrollment grant.*

**Industry Certification: OSHA 10**

## Information Technology

Program of Study	Level 1	Level 2	Level 3	Level 4
<b>Coding</b>	Computer Science Foundations	Coding I	Coding II	Coding Practicum or AP Computer Science: Principles
<b>Cybersecurity</b>	Computer Science Foundations	Cybersecurity I	Cybersecurity II	AP Computer Science: Principles

### Coding

#### **Level 1: Computer Science Foundations**

Computer Science Foundations is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Programming and Software Development, and Web Design. As a result, students will complete all core standards, as well as standards in two of three focus areas. Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

#### **Level 2: Coding I**

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

**Grade Level: 10-11      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Program of Study Level 1 Coursework**

#### **Level 3: Coding II**

Coding II challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. In so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs. Upon completion of this course, proficient students will demonstrate an understanding of object-oriented programming language using high-level languages such as FOCUS, Python, or SAS.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Program of Study Levels 1-2 Coursework**

**Industry Certification: CIW: JavaScript Specialist**



#### **Level 4: Coding Practicum**

Coding Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Coding courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of original software applications. The course is designed to allow students to choose their specific application of interest, be it the development of a mobile application (app), an animation package, a game or other educational tool, or any other approved program that requires coding and development skills. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in programming and software development, and will be equipped to market their finished product should they choose.

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Program of Study Levels 1-3 Coursework**

**Industry Certification: CIE Advanced HTML5 & CSS3**

## Cybersecurity

### **Level 1: Computer Science Foundations**

Computer Science Foundations is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Programming and Software Development, and Web Design. As a result, students will complete all core standards, as well as standards in two of three focus areas. Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

### **Level 2: Cybersecurity I**

Cybersecurity I is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will be able to demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system.

**Grade Level: 9-11      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Program of Study Level 1 Coursework**

### **Level 3: Cybersecurity II**

Cybersecurity II challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies and organizational security. Upon completion of this course, proficient students will be able to demonstrate an understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Program of Study Levels 1-2 Coursework**

**Industry Certification: CompTIA IT Fundamentals+**



### **Level 4: AP Computer Science: Principles**

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in Algebra II Honors or Algebra II Standard, and teacher permission. Completion of a summer task is required.**



Program of Study	Level 1	Level 2	Level 3	Level 4
Criminal Justice and Correction Services	Criminal Justice I	Criminal Justice II	Criminal Justice III	DE Criminal Justice

#### Level 1: Criminal Justice I

Criminal Justice I, the first level of study of criminal justice careers, prepares students for work-related knowledge and skills for advancement into the second level of criminal justice careers. Course content focuses on areas comprised of planning, managing, and providing judicial, legal, and protective services. The course is an overview of the legal justice system and builds a better understanding of the development of laws on state, federal, and international levels. New technology and career opportunities in criminal justice are an integral part of the course content. Students will be challenged to possess reading skills sufficient to comprehend level one material in textbook and additional course resources. *Membership into the student organization, SkillsUSA, is recommended.*

**Grade Level: 9-10 Full Year: 1.0 NCAA Approved: No Teacher Recommendation: No**

**Prerequisite: None**

**Industry Certification: OSHA 10**



#### Level 2: Criminal Justice II

Criminal Justice II will offer an in-depth study of criminal justice careers in which current criminal justice careers issues will be discussed a debated. Local, state, federal, and international laws will be analyzed. Subject matter will include a comparison of the criminal justice careers in the United States with other countries. Students will have opportunities to participate in mock trials and field trips with criminal justice careers emphasis. Course content will introduce new technology, effects of forensic analysis, and career opportunities. The course content will include information for planning, managing, and providing judicial criminal justice. Students will be challenged to understand where to progress towards significant conclusions, experiments, and/or explorations. *Membership into the student organization, SkillsUSA, is recommended.*

**Grade Level: 10-11 Full Year: 1.0 NCAA Approved: No Teacher Recommendation: No**

**Prerequisite: Program of Study Level 1 Coursework**

#### Level 3: Criminal Justice III

Criminal Justice III: Investigations is the final course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the scientific inquiry to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Students will be challenged to identify careers forensic science and criminology, summarize the laws that govern the application of forensic science, and draw key connections between the history of the forensic science system and the modern legal system.

**Grade Level: 11-12 Full Year: 1.0 NCAA Approved: No Teacher Recommendation: No**

**Prerequisite: Program of Study Levels 1-2 Coursework**

**Industry Certification: Unarmed Security Guard**



#### Level 4: Criminal Justice Dual Enrollment

Dual Enrollment Criminal Justice is offered through the University of Tennessee at Martin for six college credit hours. Students will be enrolled in CJ 200 during the first semester and CJ 220 during the second semester. Introduction to Criminal Justice, CJ 200, is an intensive examination of the philosophical and historical backgrounds, agencies and processes, purposes and functions, administration and technical problems and career orientations of our criminal justice system. Extensive reading required. Critical thinking, problem solving and writing exercises are utilized. *This course is a prerequisite to all other criminal justice courses.* Criminal Justice Ethics, CJ 220, is an examination of the ethical issues encountered within the Criminal Justice System. Critical moral reasoning, criteria for ethical decision-making, codes of professional ethics and typical ethical dilemmas in the Criminal Justice System will be covered.

**Grade Level: 12 Full Year: 1.0 NCAA Approved: No Teacher Recommendation: No**

**Prerequisite: Program of Study Levels 1-2 Coursework, Students must have a cumulative 3.0 un-weighted GPA**

**to be eligible and a 2.75 college GPA to remain eligible, a transcript and ACT scores are required, parent and student orientation is required for all enrolled students prior to the first day of class.**



## Marketing, Distribution & Logistics

Program of Study	Level 1	Level 2	Level 3	Level 4
Entrepreneurship	Introduction to Entrepreneurship	Marketing & Management I: Principles	Entrepreneurship or DE Entrepreneurship /Business & Entrepreneurship Practicum or Work Based Learning or DE Work Based Learning	Work Based Learning or DE Work Based Learning

### Level 1: Introduction to Entrepreneurship

Introduction to Entrepreneurship is the entry level course for the Entrepreneurship program of study. It is designed to give students an overview of the Marketing, Distribution & Logistics career cluster. The course helps students begin with the discovery process of generating new business ideas. *Membership in the student organization, DECA (\$30 membership fee) is recommended.*

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: None**

### Level 2: Marketing and Management I: Principles

Marketing and Management I: Principles focuses on the study of marketing concepts and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge in the sale of products and services. Topics covered include fundamental marketing functions such as promotion, distribution and selling, as well as coverage of economics fundamentals, international marketing, and career development. Students will be challenged to understand the economic principles, the marketing mix, and product development and selling strategies. *Membership in the student organization, DECA (\$30 membership fee) is recommended.*

**Grade Level: 10-11      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Program of Study Level 1 Coursework**

### Level 3: Entrepreneurship

Entrepreneurship is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue-producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. Upon conclusion of this course, proficient students will be able to articulate, and defend, elements of a full business plan for a new business. *Membership in the student organization, DECA (\$30 membership fee) is recommended.*

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Program of Study Levels 1-2 Coursework**

### Level 3: Dual Enrollment Entrepreneurship

In this University of Memphis UNIV 2555 course, students will be introduced to leading edge concepts related to creativity, innovation, and design, and will apply these concepts to a real-world design challenge resulting in an innovative solution, but more importantly it is where students learn that failure is the birthplace of brilliance. The centerpiece of the course is an intensive, field based, hands on workshop where all concepts are applied. Entrepreneurship is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue-producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. Upon conclusion of this course, proficient students will be able to articulate, and defend, elements of a full business plan for a new business. *Membership in the student organization, DECA (\$30 membership fee) is recommended.*





**Grade Level: 11-12      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Program of Study Levels 1-2 Coursework, ACT Composite of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite], Parent and student orientation is required for all enrolled students prior to the first day of class.**

*\*Note: Course fees are substantially reduced for the high school based program through an institutional grant from the University of Memphis and the Tennessee Lottery grant.*

### **Level 3: Business & Entrepreneurship Practicum**

Business & Entrepreneurship Practicum is a course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus or virtual arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures or continue their study at the postsecondary level.

**Grade Level: 11-12      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Dual Enrollment Entrepreneurship**  
**Industry Certification: OSHA 10**

### **Level 3 & 4: Work Based Learning**

Work Based Learning is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. This model should incorporate industry engagement through activities like tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations. Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths.

*Membership in the student organization, DECA, is recommended.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Program of Study Levels 1-3 Coursework**  
**Industry Certification: OSHA 10**

### **Level 3 & 4: Dual Enrollment Work Based Learning: Career Skill Building for Workforce Success**

Dual Enrollment Work Based Learning is offered as a Dual Enrollment course UNIV 1555 Career Skill Building for Workforce Success through the University of Memphis for three college credit hours while fulfilling high school graduation requirements. This is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. UNIV 1555 Career Skill Building for Workforce Success provides basic skills and knowledge needed for the development of personal career goals, communication skills, teamwork, and employment success. This model should incorporate industry and college engagement through activities like college and industry tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations. Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths. *Membership in the student organization, DECA, is recommended.*

**Grade Level: 12      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Program of Study Levels 1-3 Coursework, ACT Composite of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite], Parent and student orientation is required for all enrolled students prior to the first day of class.**



*\*Note: Course fees are substantially reduced for the high school based program through an institutional grant from the University of Memphis and the Tennessee Lottery Dual Enrollment grant.*

**Industry Certification: OSHA 10**

## STEM

Program of Study	Level 1	Level 2	Level 3	Level 4
<b>Advanced STEM Applications</b>	STEM I: Foundation	STEM II: Applications	STEM III: STEM in Context	STEM IV: STEM Practicum
<b>BioSTEM</b>	BioSTEM I	BioSTEM II	BioSTEM III	

### Advanced STEM Applications

#### **Level 1: STEM I: Foundation**

STEM I: Foundation is a foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering and mathematics. This course covers basic skills required for STEM fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in both the engineering design and the scientific inquiry processes. They conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others. *Membership in the student organization, Technology Student Association (\$30), is recommended.*

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

**Industry Certification: OSHA 10**



#### **Level 2: STEM II: Applications**

STEM II: Applications is a project-based learning experience for students who wish to further explore the dynamic range of STEM fields introduced in STEM I: Foundation. Building on the content and critical thinking frameworks of STEM I, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of two broad pathways (traditional sciences or engineering) that reflects the interest of the course as a whole; the students then apply the steps of the scientific inquiry or the engineering design process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. STEM II is a portfolio and presentation based course. *Membership in the student organization, Technology Student Association (\$30), is recommended.*

**Grade Level: 9-11      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Successful completion of STEM I**

#### **Level 3: STEM III: STEM in Context**

STEM III: STEM in Context is an applied course in the STEM career cluster, which allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities. This course builds on *STEM I: Foundation* and *STEM II: Applications* by applying scientific and engineering knowledge and skills to a team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision-making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting. STEM III is a portfolio and presentation based course. *Membership in the student organization, Technology Student Association (\$30), is recommended.*

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Successful completion of STEM I and II**

#### **Level 4: STEM IV: Practicum**

STEM IV: Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous STEM Education courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by STEM professionals in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs: instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of this course, proficient students will be prepared for postsecondary study in a STEM field. *Membership in the student organization, Technology Student Association (\$30), is recommended.*

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Successful completion of STEM I, II and III**

**Industry Certification: Certified Solid Works Associate (CSWA)-Academic**





## **BioSTEM**

### **Level 1: BioSTEM I**

BioSTEM I is a foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering, and mathematics with emphasis in biotechnology. This course covers basic skills required for BioSTEM fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in both the engineering design and the scientific inquiry process. Students conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanation to others.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: None**

### **Level 2: BioSTEM II**

BioSTEM II is a project-based learning experience for students who wish to further explore the dynamic range of BioSTEM fields introduced in BioSTEM I. Building on the content and critical thinking frameworks of BioSTEM I, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of the BioSTEM fields of medical laboratory science, research science, food science, forensic science or environmental science that reflects the interest of the class as a whole; the students then apply the steps of the scientific inquiry process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. In some cases, instructors may be able to design hybrid projects that employ elements of several of the BioSTEM fields. Upon completion of this course, proficient students will have a thorough understanding of how scientists research problems and methodically apply BioSTEM knowledge and skills; and they will be able to present and defend a scientific explanation to comprehensive BioSTEM scenarios.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: BioSTEM I**

### **Level 3: BioSTEM III**

BioSTEM III is an applied course in the STEM career cluster which allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities. This course builds on BioSTEM I and BioSTEM II by applying scientific knowledge and skills to a team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: BioSTEM I & II**

## English Department

Because literate individuals can gather, analyze, and communicate information effectively, as well as think creatively and draw independent conclusions, the overall mission of the English Department is to promote literacy -- specifically the abilities to read, write, and think critically. This mission includes the promotion of technological literacy as information retrieval, research, and communication.

The Department supports these goals, in conjunction with the ACS scope and sequence, through scholarship and instruction in all areas of literatures written in English and in the production and reception of a variety of texts, including academic, professional, and creative writing. These goals thread through the Department's wide range of programs and interests, including focused ancillary coursework in English as a Second Language, Etymology, Creative Writing, Yearbook Production, Newspaper Production, African American Literature, English/Reading Exam Prep for ACT, and Classical Mythology. Additionally, the English Department offers courses at four levels: standard coursework, honors coursework, Advanced Placement, and Dual Enrollment.



Students are required to earn four English credits in order to meet graduation requirements.

### Course Options

Freshman	Sophomore	Junior	Senior
<b>Graduation Requirements:</b> English 9 English 9 Honors	<b>Graduation Requirements:</b> English 10 English 10 Honors	<b>Graduation Requirements:</b> English 11 English 11 Honors AP English 11: Language & Composition* AP Seminar*	<b>Graduation Requirements:</b> English 12 English 12 Honors English 12 Dual Enrollment AP English 12: Literature & Composition* AP Research*
<b>Electives:</b> African American Literature Creative Writing Etymology Honors Newspaper Speech/Speech Honors	<b>Electives:</b> African American Literature Classical Mythology Creative Writing Etymology Honors Newspaper Speech/Speech Honors Yearbook	<b>Electives:</b> African American Literature Classical Mythology Creative Writing Etymology Honors Newspaper Speech/Speech Honors TN Student Success (ACT Prep) Yearbook	<b>Electives:</b> African American Literature Classical Mythology Creative Writing Etymology Honors Newspaper Speech/Speech Honors TN Student Success (ACT Prep) Yearbook

*\*Advanced Placement English Language & Composition, Advanced Placement English Literature & Composition, Advanced Placement Seminar and Advanced Placement Research may substitute for English III or English IV.*

*Dual Enrollment (DE) course offered through University of Memphis and may substitute for English IV. Admission prerequisite: (1<sup>st</sup> Semester): ACT English sub-score of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite]. (2<sup>nd</sup> Semester): Completion of 1<sup>st</sup> semester course with a minimum grade of B. Parent and student orientation is required for all enrolled students prior to the first day of class.*

## English 9

English 9 includes mastery and application of grammar skills in writing and speaking, vocabulary building, basic research skills, study skills and appreciation and interpretation of literature. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: None**

## English 9 Honors

Students in English 9 Honors have demonstrated above grade level skills in reading and writing and an ability to work independently and collaboratively. The course focuses on a mastery of grammar skills and subject-level vocabulary while working intensely on critical approaches to literature, which are demonstrated through intensive composition and speaking. In addition, students will be required to complete summer reading, multiple outside reading pieces, and a research paper. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in 8<sup>th</sup> grade English Language Arts. Completion of a summer task is required.**

## English 10

English 10 focuses on developing an appreciation and interpretation of world literature and fine arts, as well as mastery of grammar and vocabulary skills. Out-of-class reading and the development of writing and speaking skills are stressed through essays and projects. A research paper is required. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: English 9**

## English 10 Honors

Students in English 10 Honors have successfully completed English 9 Honors or demonstrated above grade level skills in reading and writing and an ability to work independently and collaboratively in Standard English 9. This course is designed for self-motivated students who desire expanding their knowledge through study of major literary works. Summer reading, critical and analytical reading skills, mastery of grammar concepts, supplemental vocabulary units, intensive writing, and a research paper are required. In addition, students are required to complete out-of-class novel studies. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in previous English 9 course. Completion of a summer task is required.**

## English 11

English 11 includes a survey of American literature, a concentration on writing skills, composition and vocabulary growth, and special emphasis on research techniques. Students will write a research paper.

**Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: English 10**

## English 11 Honors

Students in English 11 Honors have successfully completed English 10 Honors and have demonstrated above grade level skills in reading and writing and an ability to work independently and collaboratively. This course focuses on composition, vocabulary building, critical interpretation of American literature, and research writing. College-bound students with motivation to expand their knowledge through added outside reading and a challenging workload are recommended. Reading, vocabulary study, and composition of a literary analysis are required during the summer.

**Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in previous English 10 course. Completion of a summer task is required.**

## Advanced Placement English Language and Composition

The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of

how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 11      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in previous English 10 course. Completion of a summer task is required.**



### Advanced Placement Seminar

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. *All students enrolled in the AP Seminar course must pay the fee of approximately \$145 to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 11      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in previous English 10 course. Completion of a summer task is required.**



### English 12

English 12 is designed for students to expand their knowledge of British literature from early writing through modern literature. There is emphasis on composition, vocabulary development, and research paper writing, as well as ACT practice and a focus on college and career readiness. Students are also expected to read outside of class and in advance of lessons.

**Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: English 11**

### English 12 Honors

English 12 Honors is designed for students to study British Literature beyond the introductory level. The pacing of the course allows for additional outside materials to be utilized in order to provide students with a deeper understanding of the literary movements and genres. There is emphasis on composition, vocabulary development, and research paper writing, as well as ACT practice and college and career preparation. Summer reading is required.

**Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in previous English 11 course. Completion of a summer task is required.**

### English 12 Dual Enrollment

English 12 Dual Enrollment is a high school dual enrollment program offered through The University of Memphis. Students can fulfill the high school English 12 requirements while earning three college credit hours per semester. Students will be enrolled in English 1010 during the first semester and English 1020 during the second semester. English 1010 is a practice in expository writing with emphasis on content, organization, and style (levels of usage and sentence structure) for different purposes and audiences. A portfolio is maintained. English 1020 is a practice in research-based writing that synthesizes ideas from various readings and demonstrates a working knowledge of rhetorical analysis skills acquired in English 1010. Students will conduct academic research, evaluate secondary sources, integrate (and properly cite) sources to support claims, and produce documented papers that demonstrate awareness of the composition process. Students will indicate an ability to thoughtfully evaluate and use digital writing technologies when appropriate to the rhetorical situation and audience.

Course fees are substantially reduced (or potentially waived) for the high school based program through an institutional grant from the U of M and the Tennessee Lottery Dual Enrollment grant. Registration and payment for the course take place during the first two weeks of each semester (in August and January). College credit is on an earned basis and transfers to any higher learning institution that accepts credit hours from the University of Memphis.

**Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite (1<sup>st</sup> Semester):** Successfully complete English 11, English 11 Honors, or AP English 11, have earned an ACT English sub-score of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite]. **(2<sup>nd</sup> Semester):** Completion of College English 1010 with a minimum grade of B. Parent and student orientation is required for all enrolled students prior to the first day of class.



### Advanced Placement English Literature and Composition

AP English engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite:** Completion of and passing grades in previous English 11 course. Completion of a summer task is required.



### Advanced Placement Research

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. *All students enrolled in the AP Research course must pay the fee of approximately \$145 to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: Yes, by AP Seminar teacher**

**Prerequisite:** Successful completion AP Seminar. Completion of and passing grades in previous English 11 course. Completion of a summer task is required.



### Electives:

#### African American Literature

African American Literature is designed to develop an appreciation for African-American culture through the exploration of literary master works that shape and influence America. Students are expected to respond maturely and reflectively to literature through various forms of writing, as well as in class discussions.

**Grade Level: 9-12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite:** None

#### Classical Mythology

Classical Mythology is an introduction to the primary characters and most important stories of classical Greek and Roman mythology, including the most famous classical myth, the Trojan War. *The Iliad*, *The Odyssey*, and *The Aeneid* are also studied along with an examination of Joseph Campbell's *The Hero of a Thousand Faces* for a comparison of mythical heroes with modern day heroes. This course emphasizes Greek and Roman mythology. It is designed for students interested in reading and studying ancient cultures.

**Grade Level: 10-12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite:** None

#### Creative Writing

Creative Writing is an elective course designed for students who want to improve their experience and skills in writing. It is an experiential writing course designed to enhance creative thinking, reflection, and dialogue in several genres of writing.

**Grade Level: 9-12      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite:** None

#### English as a Second Language

English as a Second Language is designed for students with limited English proficiency, whose parents have permanently relocated to the United States. Great emphasis is placed on reading, listening, thinking, oral communication, and written

communication. Instruction focuses on the development of skills in the areas of grammar, literature, spelling, handwriting, creative writing, listening, and thinking. A second credit may be earned for a second year. *Course work in English as a Second Language may be used to satisfy the English language arts requirement for graduation, not to exceed two units. Additional English as a Second Language course work may be awarded elective credits.*

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Determined by state mandated language assessment**

### **Etymology Honors**

Etymology is an elective course focusing on the study of Latin and Greek word elements. Students will analyze words, become familiar with the general patterns of semantic change, and will gain some insight into patterns of human thought. The student, expected to be able to analyze words fully and define them, will gain indispensable skills relevant to the SAT, ACT, and language arts in general. *A workbook fee of \$10 is requested.*

**Grade Level: 9-12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in previous English course.**

### **Honors Speech/Forensics**

Honors Speech/Forensics offers advanced instruction and opportunities for students with a desire to enhance their public speaking and communication skills. Students will be introduced to multiple types of performances and debate and will then develop performances that will be used to compete and perform in multiple settings in and around the Mid-South. There will be a course fee and fundraisers to pay for entry into these competitions. Students will be challenged to improve ranks and ratings, from judge's evaluations, as they move from tournament to tournament throughout the year. Those ranks will be a reflection of their improvement in physical and verbal presentation skills. Outside performances will be required of students enrolled in the course. The course counts as an English elective, and not as a fine arts credit.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

### **Introduction to Communication Arts (Speech)**

Introduction to Communication Arts introduces the student to basic public speaking techniques, discussion, debates, communication theory, oral interpretation and dramatic performance concepts. Both formal and casual speechmaking assignments are part of the course of study. Reading and critical thinking skills are also emphasized. Students are challenged to increase confidence, verbal projection, physical presentation, enhanced use of evidence and use of software presentation tools in speeches that increase in duration from 90 seconds to 5-7 minutes in length. The course counts as an English elective, and not as a fine arts credit.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

### **Journalism- Newspaper Production**

Newspaper Production is a full year course responsible for producing the school newspaper, *The Prowl*. Students in this course will be responsible for researching and writing stories, designing and constructing page layouts on computers using Desktop Publishing software, and selling and designing ads for the paper. The ability to handle responsibility, meet deadlines, and write effectively is essential.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Completed application, teacher recommendation, and strong writing skills. Applications are reviewed in the spring for the upcoming school year.**

### **Journalism- Yearbook Production**

Yearbook Production is a yearlong course responsible for producing the Arlington High School's student yearbook. Students in the course will be expected to develop a theme, sell ads, design layouts, write stories and captions, proofread, meet deadlines, work autonomously, and handle responsibility. Afterschool hours can be expected prior to deadlines.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Completed application and teacher recommendation.**

### **Preparing for the ACT, Postsecondary, and Career**

Preparing for the ACT, Postsecondary, and Career is designed to assist students in (a) understanding what the ACT is, why it is important for their postsecondary readiness, and how to interpret their progress/results; (b) understanding how academic skills connect to career pathways and postsecondary opportunities; (c) preparing for the ACT exam through instruction, practice, and familiarity with the structure and format of the ACT exam; and (d) identifying and using best

practices for maximizing one's score (e.g. "test tips", strategies for dealing with test anxiety, benefits of retaking the exam).

**Grade Level: 11-12**

**One Semester: 0.5**

**NCAA Approved: No**

**Teacher Recommendation: No**

**Prerequisite: None**

### **Tennessee Student Success**

The Tennessee Student Success Course will provide students the opportunity to anticipate, plan, and prepare for a pathway of their choice and the associated challenges of successfully adapting to the academic, social, and financial demands of postsecondary education and/or training.

**Grade Level: 10**

**One Semester: 0.5**

**NCAA Approved: No**

**Teacher Recommendation: No**

**Prerequisite: None**

## Fine Arts Department

The Fine Arts Department at Arlington High School offers a diverse array of courses in the following areas:

Art | Band | Chorus | Digital Media | Film | Orchestra | Theatre

These offerings span the spectrum from beginning arts student to advanced performer. The students and staff of the Arlington High School Fine Arts Department represent the school and community throughout the broader area, state and nation in competitions and festivals. Individual students, ensembles, and staff have received countless awards and continue to increase the visibility and recognition of the AHS Fine Arts Department. Our students are recipients of numerous college scholarships and are routinely sought by major university fine arts departments.

Admission to Fine Arts courses is often based on ability and/or experience in the arts discipline. Any course with this distinction, including honors level courses, could require an audition, recommendation of arts instructor, or other prerequisite. For additional information you may reference the following course descriptions.

Along with exceptional course offerings, the Fine Arts Department sponsors several clubs and honor societies. The National Art Honor Society, Tri – M Music Honor Society and the International Thespian Society are just a few.



Students are required to earn one credit in a fine arts course in order to meet graduation requirements.

### Recommended Course Progression

Visual Arts	Instrumental Music		Vocal Music	Theatre	Media Arts
Art I**	<b>Band</b>	<b>Orchestra</b>	Chorus	Musical Theatre I**	Intro to Film & Video**
Art II**	Concert Band**	Strings**	Concert Choir**	Musical Theatre II**	Media Production
Art III**	Wind Ensemble**	Orchestra**	Chorale**	Musical Theatre III**	Film Theory
Art III: Graphic Media**	Symphonic Band**	General Music*	Show/Jazz Choir	Musical Theatre IV**	Digital Journalism
Senior Studio**	Percussion**	AP Music Theory*	General Music*		Television Production
AP Art History	General Music*		AP Music Theory*		Advanced Film & Video
AP Studio Art	AP Music Theory*				Sports & Media Production
					DE Intro to Film

*\*AP Music Theory is strongly recommended for students who plan to continue music study at the collegiate level.*

*\*\*Courses with standard and honors offerings*



## Visual Arts

### Art I (Introduction to Art)

Art I is designed to help students understand the basics of art and design including: line, shape, value, texture, color, form, and space with corresponding projects and art history. This is a university path elective requiring critical thinking and problem-solving skills including analysis of master artwork and peer critiques. Students will purchase art supplies.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

### Art I Honors

The Art I Honors curriculum will include the same projects and skill-based learning as Standard Art I as well as a more in-depth study of visual arts, aesthetics, art history and contemporary art. Students will be required to complete sketchbook assignments outside of the Art I standard requirements, participate in gallery visits, complete art related research projects, and create one additional art project each nine weeks. Students will be expected to demonstrate intermediate to advanced levels of technical skill in drawing, painting and design in all assignments. Students will purchase art supplies.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

### Art II (Intermediate Art)

The Art II curriculum will introduce advanced drawing and painting techniques, figure drawing and portraits. This is a university path elective requiring critical thinking and problem-solving skills including analysis of master artwork and peer critiques. Students will purchase art supplies.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Completion of and passing grades in Art I or its equivalent, portfolio review, permission from the instructor.**

### Art II Honors

The Art II Honors curriculum will include the same projects and skill-based learning as Standard Art II as well as a more in-depth study of visual arts, aesthetics, art history and contemporary art. Students will be required to complete sketchbook assignments outside of the Art II standard requirements, participate in gallery visits, complete art related research projects, and create one additional art project each nine weeks. Students will be expected to demonstrate intermediate to advanced levels of technical skill in drawing, painting and design in all assignments. Students will purchase art supplies.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Completion of and passing grades in Art I or its equivalent, portfolio review, permission from the instructor.**

### Advanced Placement Art History

Designed to parallel college-level Art History courses, AP Art History courses provide the opportunity for students to critically examine and respond to works of art within their historical and cultural contexts. In covering the art and movements of several centuries (not necessarily in chronological order), students learn to identify different styles, techniques, media and influences. Students formulate and articulate their reactions to various kinds of artwork to understand and appreciate themselves, others, and the world around them. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: No**



### Art III

A grade of 90 or better in Art II is required for entry into Art III. This course focuses on individual expression and development of style through the study of more advanced techniques. Students will explore the possibilities of various media in drawing, painting, printmaking, and 3-Dimensional work. Students will purchase art supplies.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Completion of and passing grades in Art II or its equivalent, portfolio review, permission from the instructor.**

### Art III Honors

The Art III Honors curriculum will include the same projects and skill based learning as Standard Art III as well as a more in-depth study of visual arts, aesthetics, art history and contemporary art. Students will be required to complete sketchbook assignments outside of the Art III standard requirements, participate in gallery visits, complete art related research projects, and create one additional art project each nine weeks. Students will be expected to demonstrate intermediate to advanced levels of technical skill in drawing, painting and design in all assignments. Students will purchase art supplies.

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** Yes  
**Prerequisite:** Completion of and passing grades in Art II or its equivalent, portfolio review, permission from the instructor.

### Art III - Graphic Media

This course focuses on the development of the principles of design: balance, emphasis, contrast, pattern, rhythm, and unity. Students will create two-dimensional work that incorporates a variety of materials and tools. Students will purchase art supplies.

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** Yes  
**Prerequisite:** Completion of and passing grades in Art II or its equivalent, portfolio review, permission from the instructor.

### Art III - Graphic Media Honors

The Art III-Graphic Media Honors curriculum will include the same projects and skill based learning as Standard Art III-Graphic Media with a more in-depth study of visual arts, aesthetics, art history and contemporary art. Students will be required to complete sketchbook assignments outside of the Art III-Graphic Media standard requirements, participate in studio/printshop visits, complete art related research projects, and create one additional art project each nine weeks. Students will be expected to demonstrate intermediate to advanced levels of technical skill in design in all assignments. Students will purchase art supplies.

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** Yes  
**Prerequisite:** Completion of and passing grades in Art II or its equivalent, portfolio review, permission from the instructor.

### Art IV: Senior Studio

A grade of 90 or higher in Art III is required for entry into Senior Studio. This course focuses on mastering technique and development of a personal style and voice. Students will create a body of work through the development of a concentration using various art materials. Students will purchase art supplies.

**Grade Level:** 12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** Yes  
**Prerequisite:** Completion of and passing grades in Art III or its equivalent, portfolio review, permission from the instructor.

### Art IV: Senior Studio Honors

Senior Studio Honors curriculum will include the same projects and skill based learning as Standard Senior Studio as well as a more in-depth study of visual arts, aesthetics, art history and contemporary art. Students will be required to complete sketchbook assignments outside of the Senior Studio standard requirements, participate in gallery visits, complete art related research projects, and create one additional art project each nine weeks. Students will be expected to demonstrate intermediate to advanced levels of technical skill in drawing, painting and design in all assignments. Students will purchase art supplies.

**Grade Level:** 12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** Yes  
**Prerequisite:** Completion of and passing grades in Art III or its equivalent, portfolio review, permission from the instructor.

### Advanced Placement Studio Art: Drawing & 2-Dimensional Portfolios

AP Studio Art is a course designed best serves artistically gifted students with a strong work ethic who would like to earn college credit. Its sustained investigation areas include: AP Art Studio-Drawing; AP Art Studio-2 Dimensional. The AP Portfolio consists of two sections: Quality and Sustained Investigation. Students must present a portfolio, be recommended by the instructor, and complete the application process. Two prerequisite assignments are required in the spring before the course begins in the fall. Students are required to purchase supplies and flash drives. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student*



Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** Yes  
**Prerequisite:** Completion of and passing grades in Art I, II, and III or equivalent, portfolio review, permission from the instructor. Completion of admission tasks assigned in the spring are required.

### **Instrumental Music**

#### **Color Guard**

Color Guard functions as a part of the marching band. Students learn marching skills, basic rhythm patterns and beginning music theory. Also, students receive instruction in flag, saber, and rifle techniques. *Students are required to participate in summer band camp and after-school rehearsals.* This course challenges the students to learn a variety of dance styles and interpret their movements as related to performance. The students will be able to recognize and analyze Color Guard techniques. *Participation fees are assessed.*

**Grade Level:** 9-12      **One Semester:** 0.5      **NCAA Approved:** No      **Teacher Recommendation:** No  
**Prerequisite:** None

#### **Winter Guard**

Winter Guard focuses on color guard technique and dance. Students will explore and develop skills on various guard equipment while working on an indoor guard show that will be performed at 3 to 5 competitions during the Spring Semester. *Students are required to participate in summer band camp and after-school rehearsals.* This course challenges the students to learn a variety of dance styles and interpret their movements as related to performance. The students will be able to recognize and analyze Color Guard techniques. *Participation fees are assessed.*

**Grade Level:** 9-12      **One Semester:** 0.5      **NCAA Approved:** No      **Teacher Recommendation:** No  
**Prerequisite:** Color Guard

#### **Concert Band**

Concert Band is a course dealing with marching as well as concert music and including theory and music appreciation. It is designed to advance the student toward an acceptable level of proficiency on his/her instrument through the use of fundamental exercises. The students will be able to create, perform, respond to music, and to connect with their peers through the medium of music. The students will be exposed to a wide variety of styles of musical styles. This is a co-curricular course that requires after school rehearsals and performances as part of the curriculum. The group performs at football games, marching competitions, parades, and various concert performances throughout the year. Students are required to audition for regional and all-state honor bands and/or perform a solo at Solo & Ensemble Festival. Students in this course are required to perform with the Concert Band at Concert Festival and in a small ensemble at Solo & Ensemble. *Students are required to participate in summer band camp and after-school rehearsals. Participation fees are assessed.*

**Grade Level:** 9-12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** No  
**Prerequisite:** Completion of and passing grades in middle school or high school Band.

#### **Honors Concert Band**

The Honors Concert Band will include the same requirements as the Standard Concert Band. Students will also have the additional demands of taking regular private lessons, auditioning for All West, and performances of a solo and an ensemble at the Solo/Ensemble Festival. The students will be able to create, perform, respond to music, and to connect with their peers through the medium of music. The students will be exposed to a wide variety of styles of musical styles.

**Grade Level:** 9-12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** Yes  
**Prerequisite:** Completion of and passing grades in middle school or high school Band.

#### **Varsity Band I (Wind Ensemble)**

Varsity Band I is a performance-based course that focuses on marching as well as concert music and includes theory and music appreciation concepts. It is designed to advance the student toward an acceptable level of proficiency on his/her instrument through the use of fundamental exercises. Students will be able to create, perform, respond to music, and to connect with their peers through the medium of music. Students will be exposed to a wide variety of styles of musical styles. This is a co-curricular course that requires after school rehearsals and performances as part of the curriculum. The group performs at football games, marching competitions, parades, and various concert performances throughout the year. Students are required to audition for regional and all-state honor bands and/or perform a solo at Solo & Ensemble Festival. Students in this course are required to perform at Concert Festival with the Symphonic Band and in a small ensemble at Solo & Ensemble. *Students are required to participate in summer band camp, after-school rehearsals, and all*

performances. *Participation fees are assessed.*

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Audition and permission from AHS Band Director**

### **Honors Varsity Band I (Wind Ensemble)**

The Honors Varsity Band will include the same requirements as the Standard Varsity Band. Students will also have the additional demands of taking regular private lessons, auditioning for All West, and performances of a solo and an ensemble at the Solo/ Ensemble Festival. *Participation fees are assessed.*

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Audition and permission from AHS Band Director**

### **Varsity Band II (Symphonic)**

Varsity Band II is an advanced performance-based course that focuses on marching as well as concert music and includes theory and music appreciation concepts. It is designed to advance the student toward an acceptable level of proficiency on his/her instrument through the use of fundamental exercises. Students will be able to create, perform, respond to music, and to connect with their peers through the medium of music. Students will be exposed to a wide variety of styles of musical styles. This is a co-curricular course that requires after school rehearsals and performances as part of the curriculum. The group performs at football games, marching competitions, parades, and various concert performances throughout the year. Students in this course are required to audition for regional and all-state honor bands, perform with the Wind Ensemble at Concert Festival, and perform a solo and small ensemble at Solo & Ensemble. An audition is required for entry into this course. *Students are required to participate in summer band camp, after-school rehearsals, and all scheduled performances. Participation fees are assessed.*

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Audition and permission from AHS Band Director**

### **Honors Varsity Band II (Symphonic)**

The Honors Varsity Band II will include the same requirements as the Standard Varsity Band II. Students will also have the additional demands of taking regular private lessons, auditioning for All West, and performances of a solo and an ensemble at the Solo/ Ensemble Festival. *Participation fees are assessed.*

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Audition and permission from AHS Band Director**

### **Percussion**

Percussion is a performance-based course that focuses on marching fundamentals, concert music, and Percussion Ensemble music. The course includes theory and music appreciation concepts. It is designed to advance the student toward an acceptable level of proficiency on all percussion instruments through the use of fundamental exercises. This co-curricular course requires after school rehearsals and performances as part of the curriculum. The group performs at football games, marching competitions, parades, and various performances throughout the year. Students are required to perform at Concert Festival, summer band camp, after-school rehearsals, and all performances.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Audition and permission from AHS Band Director**

### **Percussion Honors**

Honors Percussion is a performance-based course that focuses on marching fundamentals, concert music, and Percussion Ensemble music. The course includes theory and music appreciation concepts. It is designed to advance the student toward an acceptable level of proficiency on all percussion instruments through the use of fundamental exercises. This co-curricular course requires after school rehearsals and performances as part of the curriculum. The group performs at football games, marching competitions, parades, and various performances throughout the year. Students are required to perform at Concert Festival, summer band camp, after-school rehearsals, and all performances. In addition, these students must take consistent private lessons, audition for All West, and perform a solo and an ensemble at Solo/ Ensemble.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Audition and permission from AHS Band Director**

### General Music

General Music surveys the history of music from the perspectives of diverse cultures, heritages, and periods. Students will be introduced to the ways of constructive and critical listening skills, applying those skills to various kinds of music including, but not limited to, classical, world, musical theatre, popular, and jazz styles. Listening to recordings is an important component of this course. The students will be able to express an understanding of the various styles of music from various time periods and demonstrate music's role and importance in our lives.

**Grade Level:** 9-12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** No

**Prerequisite:** None

### String Orchestra

String Orchestra is a performance course dealing with orchestra literature that prepares students to perform publicly at various concerts and competitions throughout the year, including local, state and national festivals, Solo and Ensemble and various other performances. Members of regional and all-state groups are selected from this course. Students will be able to express an understanding of the various styles of music from various time periods and demonstrate music's role and importance in our lives. Occasional after-school rehearsals are required. *Participation fees are assessed.*

**Grade Level:** 9-12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** Yes

**Prerequisite:** Must have at least 2 years' experience on string instrument and teacher recommendation

### String Orchestra Honors

The String Orchestra Honors curriculum will include the same projects and evaluations as Standard String Orchestra, as well as more in-depth musical study. Students will be required to complete listening and writing assignments to provide analysis of historical, theoretical, and philosophical aspects of music and musicians being performed and studied in the orchestra curriculum. Students will be able to express an understanding of the various styles of music from various time periods and demonstrate music's role and importance in our lives. Each nine-week period, the student will complete an individual performance requirement comprised of music chosen in collaboration with the orchestra instructor to advance the student's knowledge of music and provide a Mathematical Reasonings for Decision Making into advanced musical study, such as AP Music Theory. *Participation fees are assessed.*

**Grade Level:** 9-12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** Yes

**Prerequisite:** Must have at least 2 years' experience on string instrument, completion of and passing grades in middle school or high school Orchestra and permission from the instructor.

### Orchestra

Orchestra is an advanced performance course for brass, percussion, woodwinds, and string instruments. Students perform advanced orchestral literature and perform in local, state, and national music concerts and festivals. Required performances occur throughout the year. Members of regional and all-state groups are selected from this course. Students will be able to express an understanding of the various styles of music from various time periods and demonstrate music's role and importance in our lives. After-school rehearsals are required. *Participation fees are assessed.*

**Grade Level:** 9-12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** Yes

**Prerequisite:** Audition and permission from AHS Orchestra Director

### Orchestra Honors

The Orchestra Honors curriculum will include the same projects and evaluations as Standard Full Orchestra, as well as more in-depth musical study. Students will be required to complete listening and writing assignments to provide analysis of historical, theoretical, and philosophical aspects of music and musicians being performed and studied in the orchestra curriculum. The students will be able to express an understanding of the various styles of music from various time periods and demonstrate music's role and importance in our lives. Each nine-week period, the student will complete an individual performance requirement comprised of music chosen in collaboration with the orchestra instructor to advance the student's knowledge of music and provide a Mathematical Reasonings for Decision Making into advanced musical study, such as AP Music Theory. *Participation fees are assessed.*

**Grade Level:** 9-12      **Full Year:** 1.0      **NCAA Approved:** No      **Teacher Recommendation:** Yes

**Prerequisite:** Audition and permission from AHS Orchestra Director

### Advanced Placement Music Theory

Advanced Placement Music Theory will cover music theory: note reading, intervals and scales, chords and symbols, and four-part writing. This course also will include sight singing (solfege), rhythmic, melodic, and harmonic dictation, and chord progressions. The course is geared toward students who are considering pursuing music in college and covers

concepts that are taught in the first two semesters of Music Theory at most colleges. The students will be able to express an understanding of the various styles of music from various time periods and demonstrate music's role and importance in our lives. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Completion of and passing grades in previous music course and recommendation of Choir or Band instructor. Completion of a summer task and a summer task assessment is required.**

## **Vocal Music**

### **Chorus**

Chorus is a beginning/intermediate level course for students who wish to develop their vocal technique. Basic theory, sight-reading, breathing and breath-support, resonance, and many other skills are developed. This course will challenge students to develop their talent, engage their emotions, connect with their classmates and community, and create artistic experiences through performance. This course is for those students who do not wish to commit to significant after-school activities. There is a requested \$35 course fee, and performance attire is required.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: None**

### **Concert Choir**

Concert Choir is an intermediate-to-advanced level course for students who wish to develop their vocal skills and compete in festivals, audition for all-region and all-state choir, and perform more often. This course will challenge students to develop their talent, engage their emotions, connect with their classmates and community, and create artistic experiences through performance. More time is required for after-school practices and performances, auditions, etc. than Women's or Men's Chorus. There is a requested \$65 course fee, and performance clothing is required.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Teacher recommendation and an audition**

### **Concert Choir Honors**

Concert Choir Honors is an advanced level course for students who wish to develop their vocal skills and compete in festivals, audition for all-region and all-state choir, and perform more often. This course will challenge students to develop their talent, engage their emotions, connect with their classmates and community, and create artistic experiences through performance. Students must complete a placement audition consisting of a prepared solo piece as well as sight singing. An Honors Contract is required and all criteria met to maintain placement in the Vocal Honors Program. Students who do not complete the requirements of the Honors Contract will receive a lowered honors level grade and will not be allowed to sign up for honors level chorus courses in the future. More time is required for after-school practices and performances, auditions, etc. than Women's or Men's Chorus or in Standard Concert Choir. There is a requested \$65 course fee, and performance clothing is required.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Teacher recommendation and an audition**

### **Chorale**

Chorale is an advanced level course for students who wish to develop their vocal skills and compete in festivals, audition for all-region and all-state choir, and perform at the highest level. This course will challenge students to develop their talent, engage their emotions, connect with their classmates and community, and create artistic experiences through performance. More time is required for after-school practices and performances, auditions etc. than in Women's or Men's Chorus, or Concert Choir. There is a requested \$65 course fee, and performance clothing is required.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Teacher recommendation and an audition**

### **Chorale Honors**

Chorale Honors is an advanced level course for students who wish to develop their vocal skills and compete in festivals, audition for all-region and all-state choir, and perform more often. This course will challenge students to develop their talent, engage their emotions, connect with their classmates and community, and create artistic experiences through performance. Students must complete a placement audition consisting of a prepared solo piece as well as sight singing. An Honors Contract is required and all criteria met to maintain placement in the Vocal Honors Program. Students who do

not complete the requirements of the Honors Contract will receive a lowered honors level grade and will not be allowed to sign up for honors level chorus courses in the future. More time is required for after-school practices and performances, auditions, etc. than Women's or Men's Chorus or in Standard Concert Choir. There is a requested \$65 course fee, and performance clothing is required.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Teacher recommendation and an audition**

### **Show/Jazz Choir**

Show/Jazz Choir is an advanced level course designed for students with strong vocal technique and strong knowledge of music fundamentals. Course content may include advanced vocal technique, jazz theory, improvisation, and choreography. Occasional performances, after-school rehearsals, and competitions may be required as scheduled. This course will challenge students to develop their talent, engage their emotions, connect with their classmates and community, and create artistic experiences through performance. A choral fee of \$40.00 is requested and the purchase of performance attire is required for this course.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Teacher recommendation and an audition (Students must ALSO be enrolled in Concert Choir or Chorale)**

## **Theatre and Communication Arts**

### **Musical Theatre I**

Musical Theater I course provide students with the opportunity to explore and/or participate in various aspects of musical theater, including auditioning, singing, acting, and dancing. This course reviews the history and evolution of musical theatre, its literature and artists, and styles of composition and vocal presentation. Students work collaboratively on performances, including solo, duet, and ensemble work. Each student is challenged to audition/perform in at least one main stage production during the school year. After-school and weekend hours devoted to the AHS Fine Arts Department are optional. There is a requested \$30 course fee.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: None**

### **Musical Theatre I Honors**

Musical Theater I Honors offers all concepts and skills included in the Musical Theater I course at an accelerated level. Honors students will submit a resume and letter of recommendation from previous theatre director; interview with parent/guardian; audition for placement in the course as well as for the Mark E. Collins theatre season. Participation in competitive and non-competitive performances is required. Each student is challenged to audition/perform in both main stage productions during the school year. Membership in the International Thespian Society of Actors & Technicians as well as participation in the Tennessee High School Speech & Drama League speech team is encouraged. There is a requested \$30 course fee.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Previous performance production experience in middle school or community theatre**

### **Musical Theatre II**

Musical Theatre II is designed for the performance-oriented student. It examines practical and theoretical approaches to performance including improvisational acting, ensemble performance, acting styles, acting methodology, movement, voice and diction, scene study. Script analysis and elementary directing techniques are included in this course of study. Serious attention is given to theatre aesthetics and theatre evaluation. Students are required to critique live theatrical presentations in the Greater Memphis area. Each student is challenged to audition/perform in at least one main stage production during the school year, as well maintain active membership in the International Thespian Society. After-school and weekend hours devoted to the Fine Arts Department as well as ensemble and individual performances are required. There is a requested \$30 course fee.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Musical Theatre I, audition and/or permission of instructor**

### **Musical Theatre II Honors**

Musical Theatre II Honors offers all concepts and skills included in the Musical Theatre II course at an accelerated level. Honors students will submit a resume and letter of recommendation from previous theatre director; interview with parent/guardian; audition for placement in the course as well as for the Mark E. Collins theatre season. Participation in competitive and non-competitive performances is required. Each student is challenged to audition/perform in at least one

main stage production during the school year, as well maintain active membership in the International Thespian Society and prepare a monologue/duo performance for speech and debate competition. Participation in the Tennessee High School Speech & Drama League speech team is encouraged. There is a requested \$30 course fee.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Musical Theatre I, audition, and/or permission of instructor**

### **Musical Theatre III**

Musical Theatre III provides the student with advanced concepts in acting techniques as well as beginning practical explorations in theatre production settings. Character analysis training, development of physical and vocal expression, monologue and group scene work, and stage management techniques are among the areas examined. As part of the course of study, the students are required to critique live theatrical productions in the Memphis area. Students must complete a performance project. Each student is challenged to audition/perform in both main stage productions during the school year, as well maintain active membership in the International Thespian Society and prepare a monologue/duo performance for speech and debate competition. After school and weekend hours devoted to the AHS Fine Arts Department are required. There is a requested \$30 course fee.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Musical Theatre II, audition and/or permission of instructor**

### **Musical Theatre III Honors**

Musical Theatre III Honors offers all concepts and skills included in the Musical Theatre III course at an accelerated level. Honors students will submit a resume and letter of recommendation from previous theatre director; interview with parent/guardian; audition for placement in the course as well as for the Mark E. Collins theatre season. Participation in competitive and non-competitive performances is required. Each student is challenged to audition/perform in both main stage productions during the school year, as well maintain active membership in the International Thespian Society and prepare a monologue/duo performance for speech and debate competition. Participation in the Tennessee High School Speech & Drama League speech team is encouraged. There is a requested \$30 course fee.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Musical Theatre II, audition and/or permission of instructor**

### **Musical Theatre IV**

Musical Theatre IV provides a workshop setting for students who desire to learn advanced techniques and gain practical experience in all phases of technical theatre, production, and forensic activities. Students enrolled in the course build the sets, costumes, props and millinery for productions. The course serves as the technical crew for Arlington High, running lights and sound for numerous events. The course requires extensive after class hours and weekend hours and is strictly performance-oriented. Each student is challenged to work tech in at least one main stage production during the school year, as well maintain active membership in the International Thespian Society. There is a requested \$50 course fee.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: A combination of two Musical Theatre courses and/or permission of instructor**

### **Musical Theatre IV Honors**

Musical Theatre IV Honors offers all concepts and skills included in the Musical Theatre IV course at an accelerated level. Honors students will submit a resume and letter of recommendation from previous theatre director; audition for placement in the course as well as for the Mark E. Collins theatre season. Participation in competitive and non-competitive productions is required. Weekly tech night participation as well as work as crew chief and working community theatre events is required. Each student is challenged to work tech in at least both main stage productions during the school year, as well maintain active membership in the International Thespian Society. Participation in the Tennessee High School Speech and Drama League speech team is encouraged. There is a requested \$50 course fee.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: A combination of two Musical Theatre courses and/or permission of instructor**

## **Media Arts**

### **Introduction to Media**

Introduction to Media offers an introduction to the media arts with emphasis on film history, personal and cultural aesthetics, media theory and beginning methods of critical analysis. Students will examine media as an art form, as a medium for communicating ideas and as a social and cultural force. Students receive hands-on instruction with film and video equipment. Students will create, observe, analyze, and produce film and media works. Each student is challenged



through individual and group projects using 1:1 technology, as well as provided film equipment. A \$50 course fee is requested for supplies.

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: None**

### **Introduction to Media Honors**

Introduction to Media Honors is an accelerated, rigorous, and in-depth curriculum geared to the more dedicated student. No prior knowledge of film/media is needed for this honors course, although a student with a well-versed background in viewing movies, television and films will excel. This course offers an introduction to media arts with emphasis on film history, aesthetics, theory and beginning methods of critical analysis. Students will examine media as an art form, as a medium for communicating ideas and as a social and cultural force. Students receive hands-on instruction with film and video equipment. Independent studies outside of class time are required and will be an integral part of this curriculum. Students are required to work 1 live-streaming event per quarter. Each student is challenged to create exhibitable, quality work with a minimum of 5 complete media artwork projects per year. A \$50 course fee is requested for supplies.

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in previous English course.**

### **Introduction to Media Production**

Introduction to Media Production provides the student with advanced concepts in media arts techniques as well as beginning practical explorations in film, television, and digital production settings. Film and video as art, the video documentary, electronic newsgathering techniques, and studio and remote production work are among the areas examined in the course of study. This course requires outside film work with the Arlington Community Access TV Station. Students are required to work 3 live-streaming events per quarter. The course is performance oriented, but also requires written and analytical work. Each student is challenged to create exhibitable, quality work with a minimum of 5 complete media arts projects per year. A \$50 course fee is requested for supplies.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: Permission of Media Arts Instructor or English Teacher**

### **Film Theory**

Film Theory offers junior and senior students an in-depth analysis of the film. Students will survey cognitive, formal and ideology-focused theories of film, in order to better comprehend the nature of the medium and its relationship to the other arts, society, and spectatorship. The course will also review major films that define and shape our culture, and philosophical arguments involving writings of major theorists and critics. Each student is challenged to produce multiple projects that apply concepts and techniques of films viewed in class. A \$50 course fee is requested for fees.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: None (Preference given to Senior students who have not taken any Media Arts course)**

### **Digital Journalism**

Digital Journalism will begin to advance technical skill by utilizing industry equipment related to audio, video and lighting. In this course, emphasis is on research and non-fiction narrative writing involved in planning and producing productions. Production outlets include, but may not be limited to Arlington Public Access Station, AHSiteLife, YouTube, iTunes Podcasting, etc. Upon completion of this course, proficient students will be able to plan, capture, and edit research-based productions individually and through teams. In addition to more robust career preparations, standards in this course include an investigation of Digital Citizenship, ethical and legal issues, free speech, and responsible technology use. *After school and weekend hours are required.* Students are required to work 3 live-streaming events per quarter. Each student is challenged to create exhibitable, quality work with a minimum of 4 completed documentary projects per year. Students are also challenged to maintain social media accounts and the AHSiteLife.com website. A \$50 course fee is requested for supplies.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**  
**Prerequisite: Any Media Arts course and/or permission of Media Arts Instructor or English Teacher**

### **Television Production**

Television Production provides a workshop setting for students who desire to learn advanced techniques and gain practical experience in all phases of television production. This course requires outside film work with the Arlington Community Access TV Station. Students are required to work 3 live-streaming events per quarter. The course is performance oriented, but also requires written and analytical work. Students will be challenged to create multiple programs that focus on the school and community while striving to achieve industry standards for television productions.

Equipment and processes used should mirror professional standards as closely as possible. Select school broadcast and taped local programming for the community is created. A \$50 course fee is requested for supplies.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Prior Completion of any upper-level Media Arts courses, audition, and permission of the Media Arts instructor**

### **Advanced Film & Video**

Advanced Film & Video is designed for media arts students seeking to strengthen their cinematic storytelling skills. In this production setting, students will complete individual and small group work to create video projects using fiction and non-fiction filmmaking techniques. Emphasis will be placed equally on each stage of production (pre-production, production, post-production) as well as exhibition. Students will not only deepen their technical skills, but examine the business of filmmaking as well while placing focus on current trends in the market. Students are required to submit their work to domestic film festivals and complete an online portfolio. This course requires outside film work with the Arlington Community Access TV Station. Students are required to work 2 live-streaming events per quarter. Each student is challenged to create at least four exhibitable, advanced level film pieces. A \$50 course fee is requested for supplies.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Completion of and passing grades in Introduction to Media, audition, and/or permission of the Media Arts instructor**

### **Sports and Media Production**

Students will write, direct, shoot, and edit sports/multimedia productions for air on AHSTigerLife and/or YouTube during selected events and athletic games. Students will cover the fundamentals of multimedia journalism and content, camera shooting, writing, sound, lighting, graphics, and editing, among other live production skills. Students will work independently and in sports production teams to create multimedia content centered on Arlington Sports. After successfully completing this course, students may move on to the advanced level in taking the course again, or choose to follow a television or film pathway concurrently in Media Arts Classes. Students in this sports production class will be required to become a part of the TigerLife Live- Streaming staff, whom work athletic events and/or games after school and on weekends. Students will be challenged to produce multiple live broadcasts as part of a field production team. A \$50 Course Fee is requested for supplies.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Completion of and passing grades in Introduction to Media, audition, and/or permission of the Media Arts instructor**

### **Dual Enrollment Introduction to Film**

Dual Enrollment Introduction to Film is offered as a Dual Enrollment course COMM 1851 Introduction to Film through the University of Memphis for three college credit hours while fulfilling high school graduation requirements. In this course, students will receive a comprehensive study of film art through film history, theory, and criticism. Emphasis will be placed on developing student's critical skills and aesthetic appreciation through analysis and research. Students will screen narrative, documentary, and experimental films from a variety of periods and nations. Films will be studied through a social, historical, cultural, technological, economic, and aesthetic framework. Students will be challenged to critique, research, and theorize a variety of films through analytical writing at high achievement levels.

Course fees are substantially reduced (or potentially waived) for the high school based program through an institutional grant from the U of M and the Tennessee Lottery Dual Enrollment grant. Registration and payment for the course take place during the first two weeks of each semester (in August and January). College credit is on an earned basis and transfers to any higher learning institution that accepts credit hours from the University of Memphis.

**Grade Level: 12      Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: ACT Composite of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite], Parent and student orientation is required for all enrolled students prior to the first day of class.**



## Mathematics Department

The Mathematics Department offers a comprehensive four-year mathematics program whose goals include: ensuring students have either the skills necessary to succeed in college or are career ready upon graduation, verifying students have the tools needed to problem solve, and guaranteeing students can think critically and adapt to a quickly changing environment. Course offerings provide options for meeting the mathematical needs, experiences, and goals of all students. Instructors seek to engage students in meaningful mathematics that stimulates curiosity and enjoyment, while providing a balance between skill development and conceptual understanding.



Students are required to take Math each year in high school and earn four credits in order to meet graduation requirements.

### Course Options

8 <sup>th</sup> Grade	Freshman	Sophomore	Junior	Senior
Math 8	Algebra I	Geometry	Algebra II	Mathematical Reasonings for Decision Making Pre-Calculus Physics** Statistics
	Algebra IA	Algebra IB	Geometry IA	Geometry IB
	Algebra I Honors	Geometry Honors	Algebra II Honors	Pre-Calculus Honors Physics/Physics Honors** AP Pre-Calculus AP Statistics AP Physics A or C** AP Computer Science Principles**
Algebra I Honors	Geometry Honors	Algebra II Honors	Pre-Calculus Honors AP Pre-Calculus AP Statistics	Pre-Calculus Honors Calculus Physics/Physics Honors ** AP Calculus AB AP Calculus BC AP Computer Science Principles** AP Physics A or C** AP Pre-Calculus AP Statistics DE College Algebra/Elementary Calculus

### **Note: High School Courses Taken in Middle School**

Students taking Algebra I Honors prior to entering high school must take an additional 4 units of mathematics in grades 9-12 in order to meet Tennessee graduation requirements. Per ACS Policy 4.604, high school credit will be awarded to students who earn a grade of C or better. If a C or better is not earned, the student shall be required to retake the course in high school.

\*\* For students who have already earned credits in the three State Board of Education required math courses for graduation, the following courses may satisfy the requirement for being enrolled in a mathematics course for a fourth (4<sup>th</sup>), or more credit, option: Physics/Physics Honors; Advanced Placement Physics A or C, Advanced Placement Computer Science Principles

Dual Enrollment (DE) course offered through University of Memphis. Admission prerequisite: (1<sup>st</sup> Semester): ACT Math sub-score of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite]. (2<sup>nd</sup> Semester): Completion of 1<sup>st</sup> semester course with a minimum grade of B. Parent and student orientation is required for all enrolled students prior to the first day of class.

### Algebra I

Algebra I emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial, rational and exponential functions with domains in the integers. Students explore the structures of and interpret functions and other mathematical models. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically. Curriculum challenges in Algebra I include factoring polynomials and graphing quadratic and exponential functions. A TI 84 Plus graphing calculator is required for this course. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Grade Level: 9      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: None**

### Algebra I Honors

Algebra I Honors is designed for students with an excellent, enriched, or accelerated 8th grade math background who want a more rigorous approach to Algebra I. Algebra I emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial, rational and exponential functions with domains in the integers. Students explore the structures of and interpret functions and other mathematical models. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically. Curriculum challenges in Algebra I include factoring polynomials and graphing quadratic and exponential functions. A TI 84 Plus graphing calculator is required for this course. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Grade Level: 9      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in 8<sup>th</sup> grade enriched math or standard 8<sup>th</sup> grade math. Completion of a summer task is required.**

### Algebra IA

Qualifying students shall be required to achieve at least Algebra I and Geometry. The required number of credits will be achieved through appropriate methodologies, accommodations and other differentiated instruction. Curriculum challenges in Algebra IA are solving equations and graphing linear functions. A TI 84 Plus graphing calculator is required for this course.

**Grade Level: 9      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Documented in the IEP**

### Algebra IB

Qualifying students shall be required to achieve at least Algebra I and Geometry. The required number of credits will be achieved through appropriate methodologies, accommodations and other differentiated instruction. Curriculum challenges in Algebra IB are factoring, solving, and graphing quadratic functions. A TI 84 Plus graphing calculator is required for this course. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Grade Level: 10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Documented in the IEP and completion of Algebra IA.**

### Geometry

Geometry emphasizes similarity, right triangle trigonometry, congruence, and modeling geometry concepts in real life situations. Students build upon previous knowledge of similarity, congruence, and triangles to prove theorems and reason mathematically. This course also introduces students to geometric constructions and circles. Students show a progression of mastery and understanding of the use and application of surface area and volume. Students may find the proofs challenging as well as many other concepts due to the visual nature of Geometry. Concepts are not just accepted but must be proven and logically followed through a series of steps in order to work problems correctly. A scientific calculator is required for this course. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Algebra I**

### Geometry Honors

Geometry Honors is for students who want a more rigorous approach to Geometry. Geometry emphasizes similarity, right triangle trigonometry, congruence, and modeling geometry concepts in real life situations. Students build upon previous knowledge of similarity, congruence, and triangles to prove theorems and reason mathematically. This course also

introduces students to geometric constructions and circles. Students show a progression of mastery and understanding of the use and application of surface area and volume. Students may find the proofs challenging as well as many other concepts due to the visual nature of Geometry. Concepts are not just accepted but must be proven and logically followed through a series of steps in order to work problems correctly. A scientific calculator is required. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in previous Algebra I course. Completion of a summer task is required.**

### **Geometry A**

Qualifying students shall be required to achieve at least Algebra I and Geometry. The required number of credits will be achieved through appropriate methodologies, accommodations and other differentiated instruction. Students may find the proofs challenging as well as many other concepts due to the visual nature of Geometry. Concepts are not just accepted but must be proven and logically followed through a series of steps in order to work problems correctly. A scientific calculator is required for this course.

**Grade Level: 11      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Documented in the IEP and completion of Algebra IA and IB.**

### **Geometry B**

Qualifying students shall be required to achieve at least Algebra I and Geometry. The required number of credits will be achieved through appropriate methodologies, accommodations and other differentiated instruction. Students may find the proofs challenging as well as many other concepts due to the visual nature of Geometry. Concepts are not just accepted but must be proven and logically followed through a series of steps in order to work problems correctly. A scientific calculator is required for this course. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Documented in the IEP and completion of Algebra IA, IB, and Geometry A.**

### **Algebra II**

Algebra II emphasizes polynomial, rational and exponential expressions, equations, and functions. This course also introduces students to the complex number system, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically. Curriculum challenges in Algebra II include not only extrapolation of polynomial, logarithmic, and exponential functions, but also problem solving fluency, which is required for deeper understanding. A TI-84 graphing calculator is required for this course. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Grade Level: 11      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Algebra I, Geometry**

### **Algebra II Honors**

Algebra II Honors is designed for students who want a more rigorous approach to Algebra II. Algebra II emphasizes polynomial, rational and exponential expressions, equations, and functions. This course also introduces students to the complex number system, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically. Curriculum challenges in Algebra II include not only extrapolation of polynomial, logarithmic, and exponential functions, but also problem solving fluency, which is required for deeper understanding. A TI-84 Plus graphing calculator is required for this course. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Grade Level: 10-11      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in previous Algebra I and Geometry courses. Completion of a summer task is required.**

### **Pre-Calculus**

Pre-calculus is designed to prepare students for college level STEM focused courses. Students extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations. Topics for student mastery include vectors and matrix quantities, sequences and series, parametric equations, logarithms, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data, which students may find challenging. A TI-84 is required for this course.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Algebra I, Geometry, and Algebra II**

### **Pre-Calculus Honors**

Pre-Calculus Honors is designed for students who are majoring in Math or Science and who plan to take AP Calculus or calculus in college. Pre-Calculus is designed to prepare students for college level STEM focused courses. Students extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations. Topics for student mastery include vectors and matrix quantities, sequences and series, parametric equations, logarithms, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data, which students may find challenging. A TI-84 is required for this course.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in Honors Algebra II. Completion of a summer task is required.**

### **Mathematical Reasoning for Decision Making**

Applications and modeling using mathematics are the primary foci of this course. Throughout the course, students explore mathematical content in the context of applications to the real-world. Topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways to encourage the use of math to answer problems students will encounter in life. This course is best intended for students who are planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation.

**Grade Level: 12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Algebra I, Geometry, Algebra II**

### **Calculus**

Calculus builds on the concepts studied in pre-calculus. The study of calculus on the high school level includes a study of limits, derivatives, and an introduction to integrals. Three possible challenges for students are 1) the mandatory retention of algebraic and pre-calculus skills which will be applied as we learn the new skills related to this course, 2) the required use of appropriate notation within written work and 3) a willingness to explain/support written answers with work and/or reasoning. A strong positive for students is the mental conditioning and “cognitive workout” which can assist and strengthen their analytical and computational skills for numerous future endeavors. Students must be proficient with a graphing calculator and it is strongly recommended that they own a graphing calculator.

**Grade Level: 12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in Pre-Calculus.**

### **Statistics**

Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course serves as a 4th year mathematics credit and it is aligned with the Statewide Dual Credit Probability and Statistics Course Learning Objectives.

**Grade Level: 12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Algebra I, Geometry, Algebra II**

### **Advanced Placement Calculus AB**

Advanced Placement Calculus AB is divided into three major themes: 1) functions, graphs, and limits 2) derivatives 3) integrals and covers the curriculum of college-level Calculus I. Students are expected to be comfortable and proficient in their algebraic and pre-calculus skills, as these will be continuously applied during the acquisition of new skills. A few possible challenges could be 1) the required use of appropriate notation within all written work, 2) a willingness to explain/support written answers with complete work and / or reasoning and 3) the swift pacing and internal motivation required to succeed in an AP level course. Some strong positives for students are the mental conditioning and “cognitive workout” (strength training for the brain) and the potential to gain college credit for one’s efforts. A summer work assignment is expected to be completed. A graphing calculator is recommended. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in Pre-Calculus Honors or AP Pre-Calculus. Completion of a summer task is required.**



### Advanced Placement Calculus BC

Advanced Placement Calculus BC is divided into five major themes: 1) functions, graphs, and limits 2) derivatives 3) integrals 4) polynomial approximations and series 5) the calculus of polar, parametric, and vector valued functions. The course covers the curriculums of college-level Calculus I and Calculus II. Students are expected to be comfortable and proficient in their algebraic and pre-calculus skills, as these will be continuously applied during the acquisition of new skills. Students should also be self-motivated and willing to move at a brisk pace. Some possible challenges could be 1) the required use of appropriate notation within all written work, 2) a willingness to explain / support written answers with complete work and/or reasoning and 3) the swift pacing and time-management required to succeed in an AP level course. Some strong positives for students are the mental conditioning and “cognitive workout” (strength training for the brain) and the potential to gain up to 2 semesters of college credit for one’s efforts. A summer work assignment is expected to be completed. A graphing calculator is recommended. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 12 Full Year: 1.0 NCAA Approved: Yes Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in Pre-Calculus Honors or AP Pre-Calculus. Completion of a summer task is required.**



### Advanced Placement Computer Science: Principles

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 10-12 Full Year: 1.0 NCAA Approved: Yes Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in previous Algebra II course. Completion of a summer task is required.**



### Advanced Placement Pre-Calculus

In AP Pre-calculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Pre-calculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college pre-calculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 11-12 Full Year: 1.0 NCAA Approved: Yes Teacher Recommendation: No**  
**Prerequisite: Geometry and Algebra II, Completion of a summer task is required.**



### Advanced Placement Statistics

Advanced Placement Statistics is a college level mathematics course and an excellent option for students who possess sufficient mathematical maturity and quantitative reasoning ability. The purpose of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data: describing pattern and departures from patterns, sampling and experimentation: planning and conducting a study, anticipating patterns: exploring random phenomena using probability and simulation, and statistical inference: estimating population parameters and testing hypotheses. The TI-84 calculator is integral to this course and will be used extensively; each student must provide his or her own. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 11-12 Full Year: 1.0 NCAA Approved: Yes Teacher Recommendation: No**





**Prerequisite:** Completion of and passing grades in Algebra II Honors, Pre-Calculus Honors or AP Pre-Calculus. Completion of a summer task is required.

### **College Algebra/Elementary Calculus Dual Enrollment**

College Algebra/Elementary Calculus Dual Enrollment is a high school dual enrollment program offered through the University of Memphis for six college credit hours while fulfilling high school graduation requirements. Students will be enrolled in Math 1710 College Algebra during the first semester, and Math 1830 Elementary Calculus during the second semester. Math 1710 topics include analysis of functions (linear, quadratic, polynomial, root, rational, exponential, logarithmic), partial fractions, conic sections, theory of equations, inequalities and applications. Math 1830 is an introduction to concepts and methods of elementary calculus of one real variable as related to rational, exponential, and logarithmic functions, nature of derivatives, differentiation, application of derivative, nature of integration, definite integral, and applications of definite integral. Students may find logarithms functions and applications of definite integral challenging.

Course fees are substantially reduced (or potentially waived) for the high school based program through an institutional grant from the U of M and the Tennessee Lottery Dual Enrollment grant. Registration and payment for the course take place during the first two weeks of each semester (in August and January). College credit is on an earned basis and transfers to any higher learning institution that accepts credit hours from the University of Memphis.

**Grade Level: 12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite:** Minimum grade of 85 in Pre-Calculus Honors/AP Pre-Calculus. *(1<sup>st</sup> Semester): ACT Math sub-score of 19 or above, and selection score of 100 or above [selection score calculation:  $(\text{GPA} \times 30) + \text{ACT composite}$ ]. (2<sup>nd</sup> Semester): Completion of Math 1710 with a minimum grade of C. Parent and student orientation is required for all enrolled students prior to the first day of class.*



### **Preparing for the ACT, Postsecondary, and Career**

Preparing for the ACT, Postsecondary, and Career is designed to assist students in (a) understanding what the ACT is, why it is important for their postsecondary readiness, and how to interpret their progress/results; (b) understanding how academic skills connect to career pathways and postsecondary opportunities; (c) preparing for the ACT exam through instruction, practice, and familiarity with the structure and format of the ACT exam; and (d) identifying and using best practices for maximizing one's score.

**Grade Level: 10      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

### **Tennessee Student Success**

The Tennessee Student Success Course will provide students the opportunity to anticipate, plan, and prepare for a pathway of their choice and the associated challenges of successfully adapting to the academic, social, and financial demands of postsecondary education and/or training.

**Grade Level: 11-12      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**



## Science Department

The goal of the Arlington High School Science department is to produce students who are scientifically literate and analytical thinkers about the world around them. In addition, students will be prepared with the necessary lab skills to negotiate science courses in their post-secondary endeavors and their resulting scientific careers.

The Science Department attempts to meet the needs and interests of all students by offering a wide range of science courses. The science curriculum is designed to develop the scientific, investigative process in students. Through a variety of learning experiences, students engage in scientific inquiry and explore science through careful observations.



To satisfy graduation requirements, students are required to earn three credits of science, which include Biology, Chemistry or Physics, and one additional lab science.

### Recommended Course Progression

8 <sup>th</sup> Grade	Freshman	Sophomore	Junior	Senior
General Science	Physical Science**	Biology IA	Biology IB	
	Biology	Chemistry Physical Science**	Anatomy & Physiology** BioSTEM I Chemistry Earth and Space Science** Physics**	Anatomy & Physiology** BioSTEM II Earth and Space Science** Physics** DE Anatomy & Physiology*** DE Biology***
	Biology Honors	Chemistry Honors	Anatomy & Physiology Honors** Organic Chemistry Honors** Physics Honors**	Anatomy & Physiology Honors** Organic Chemistry Honors** Physics Honors** AP Biology** AP Chemistry** AP Environmental Science** AP Physics A or C** DE Anatomy & Physiology*** DE Biology***
Physical Science Honors**	Biology Honors	Chemistry Honors AP Environmental Science**	AP Biology** AP Chemistry** AP Environmental Science**	

### **Note: High School Courses Taken in Middle School**

Students taking Physical Science prior to entering high school will earn one credit toward graduation requirements, as the course may count as the additional lab science credit. Per ACS Policy 4.604, high school credit will be awarded to students who earn a grade of C or better. If a C or better is not earned, the student shall be required to retake the course in high school.

\*Dual Enrollment (DE) courses offered through University of Memphis. Admission requirements: (1<sup>st</sup> Semester): ACT Composite sub-score of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite]. (2<sup>nd</sup> Semester): Completion of 1<sup>st</sup> semester course with a minimum grade of B. Parent and student orientation is required for all enrolled students prior to the first day of class.

\*\*Course may be used as additional lab science to meet graduation requirements.

## **Biology**

This course challenges students in Biology by introducing the principles and concepts of biology with an emphasis on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics including cellular respiration, photosynthesis, and transmission of hereditary information including a broad overview of biological diversity, interaction between organisms and their physical environment, as well as the structure and function of the major human organ systems is included.

**Grade Level: 9      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: None**

## **Biology Honors**

The Biology Honors course challenges students by evaluating comparative models of various cell types, developing and communicating an explanation for how DNA serves as a template for self-replication, predicting the movement of molecules into or out of a cell based on the homeostasis of energy and matter in cells, using a model to explain energy transfer from light energy into stored chemical energy in the product, explaining energy transfer mechanisms, and using a model to describe the transfer of energy and matter between trophic levels. Assessment is based on objective and essay tests, oral presentations, student performance, and a portfolio.

**Grade Level: 9      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in honors science course or standard science course. Completion of a summer task is required.**

## **Biology IA**

Qualifying students shall be required to achieve at least Biology and an additional science credit. The required number of credits will be achieved through appropriate methodologies, accommodations and other differentiated instruction.

**Grade Level: 10      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Documented in the IEP**

## **Biology IB**

Qualifying students shall be required to achieve at least Biology and an additional science credit. The required number of credits will be achieved through appropriate methodologies, accommodations and other differentiated instruction.

**Grade Level: 11      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: Yes**

**Prerequisite: Documented in the IEP and completion of Biology IA**

## **Chemistry**

Chemistry involves the study of elements, compounds, formulas, symbols, equations, solutions, gas laws, atomic theory, and organic chemistry. Laboratory experiences are an important part of this course. Challenges students will experience in this course include the use and application of mathematical concepts related to chemistry in unit conversions, stoichiometry with chemical equations, thermochemistry, and solution concentrations.

**Grade Level: 10-11      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Biology, Algebra I**

## **Chemistry Honors**

Chemistry Honors is a Pre-AP Chemistry course designed for students who plan to major in the sciences, mathematics, medicine, or engineering in college. The following basic principles are developed: the nature of matter, atomic theory, the mole concept, organic chemistry and physical inorganic chemical concepts. These concepts and principles are developed through laboratory exercises, class discussions, lectures, demonstrations, and science projects. Challenges students will experience in this course include the use and application of mathematical concepts related to chemistry in unit conversions, stoichiometry with chemical equations, thermochemistry, and solution concentrations. The concepts learned will prepare students to take the AP Chemistry course.

**Grade Level: 10-11      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in Honors Biology or Standard Biology, and Algebra I Honors. Completion of a summer task is required.**

## **Physical Science**

Physical Science is an introductory science course, which provides a foundation for chemistry and physics. Students work to improve their skills in the analysis, organization, and presentation of scientific data. Challenges students will encounter will be the use and application of conversions across the metric system, algebraic and geometric problem solving, and basic understanding of the Periodic Table.

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: Yes**  
**Prerequisite: Biology teacher recommendation**

### **Earth and Space Science**

Earth and Space Science is a laboratory science with a focus on astronomy, geology, environmental science, and meteorology. The content is categorized under three broad units: Earth's place in the universe, Earth's systems, and Earth & human activity. Hands-on investigations will explore topics such as universe and its stars, solar systems, extrasolar systems, plate tectonics, the role of water on Earth, weather, climate, natural resources, and human impacts of Earth systems. Earth and Space Science investigates the universe's composition in astronomy, the Earth's structure and processes in geology, weather and climate patterns in meteorology, and the human impact on the Earth on an environmental level.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Biology, Chemistry**

### **BioSTEM I**

BioSTEM I is a foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering, and mathematics with emphasis in biotechnology. This course covers basic skills required for BioSTEM fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in both the engineering design and the scientific inquiry process. Students conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanation to others.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: None**

### **BioSTEM II**

BioSTEM II is a project-based learning experience for students who wish to further explore the dynamic range of BioSTEM fields introduced in BioSTEM I. Building on the content and critical thinking frameworks of BioSTEM I, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of the BioSTEM fields of medical laboratory science, research science, food science, forensic science or environmental science that reflects the interest of the class as a whole; the students then apply the steps of the scientific inquiry process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. In some cases, instructors may be able to design hybrid projects that employ elements of several of the BioSTEM fields. Upon completion of this course, proficient students will have a thorough understanding of how scientists research problems and methodically apply BioSTEM knowledge and skills; and they will be able to present and defend a scientific explanation to comprehensive BioSTEM scenarios.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: BioSTEM I**

### **BioSTEM III**

BioSTEM III is an applied course in the STEM career cluster which allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities. This course builds on BioSTEM I and BioSTEM II by applying scientific knowledge and skills to a team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: BioSTEM I & II**

### **Human Anatomy and Physiology**

Human Anatomy and Physiology is a systemic study of the human body by comparing the structures and integrated functions of the various systems. Emphasis will be on the major systems and how they coordinate activities to help maintain a healthy body. This course will challenge students to describe the human body in health and disease through explaining the structure and function of all eleven body systems. This will give them a strong foundation for Anatomy and Physiology in their post-secondary coursework.

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Biology and Chemistry**

### Human Anatomy and Physiology Honors

Human Anatomy and Physiology Honors is an advanced course in which students will master comprehensive anatomical and physiological concepts. The framework for A&P Honors is a detailed study of the human body focusing on an in depth study of anatomical structures and complex physiological processes. This course is designed for students with a strong background and interest in Biology and Medical Sciences. Students are expected to complete research and engage in online investigations in this course. Both independent and collaborative anatomy/physiology projects will be expected for the honors level credit. Students will be challenged to describe the human body in health and disease through explaining the structure and function of all eleven body systems. Students will be challenged to apply their knowledge in clinical patient applications to diagnose and treat illness. This will give them a strong foundation for Anatomy and Physiology in their post-secondary coursework.

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** Yes      **Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in Honors Biology or Chemistry, or Standard Biology or Chemistry. Completion of a summer task is required.

### Organic Chemistry Honors

Organic Chemistry is the chemistry of organic molecules: structures, nomenclature, properties and reactions of carbon compounds with emphasis on aliphatic compounds. Introduction to reaction mechanisms, stereochemistry, and spectroscopy will also be covered. The course includes laboratory experiences that involve methods for preparation, isolation and purification of typical organic compounds. Experiments are chosen to illustrate basic techniques.

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** Yes      **Teacher Recommendation:** No

**Prerequisite:** Completion of Chemistry Honors. Completion of a summer task is required.

### Physics

Physics is the study of matter and energy and the relationships between them. It is often considered the basis for all sciences. Physics offers us the knowledge and technology to design and build CD players, computer chips, calculators, lasers, and other devices, which change everyone's life. Major topics include mechanics (motion, forces, vectors, universal gravitation, momentum, work, energy), properties of matter (thermal energy, states of matter), waves and light (sound, light, optics), electricity and magnetism, and atomic and nuclear physics. Students will have a challenge with reading comprehension and using relevant information in a problem to set up equations.

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** Yes      **Teacher Recommendation:** No

**Prerequisite:** Biology, Enrollment in or completion of Chemistry, Algebra II or Algebra II Honors

### Physics Honors

Physics Honors is the study of matter and energy and the relationships between them. It is often considered the basis for all sciences. Physics offers us the knowledge and technology to design and build CD players, computer chips, calculators, lasers, and other devices, which change everyone's life. Major topics include mechanics (motion, forces, vectors, universal gravitation, momentum, work, energy), properties of matter (thermal energy, states of matter), waves and light (sound, light, optics), electricity and magnetism, and atomic and nuclear physics. Students will have a challenge with using math such as trigonometry and geometry to solve word problems.

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** Yes      **Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in Biology Honors, Chemistry Honors, Algebra II Honors and enrollment in Pre-Calculus or Honors Pre-Calculus. Completion of a summer task is required.

### Advanced Placement Biology

Advanced Placement Biology is a college level course designed to challenge student knowledge of biological theory and processes beyond the general Biology coursework. It is an intensive study of several biological topics including evolution, biological interdependence, biochemistry, taxonomy, genetics, and anatomy. This is an intense inquiry based course that challenges students by reviewing topics from global interactions down to communication at the cellular level. Extensive laboratory participation is required. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** Yes      **Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in Biology, Chemistry and previous Science course. Completion of a summer task is required.



### Advanced Placement Chemistry

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry based. This course will enable students to complete material in preparation for the Advanced Placement Chemistry Test. Challenges will include chemical kinetics, electrolytic cells, structures of compounds and predicting products of chemical reactions. This course prepares students with knowledge of the 6 big ideas included on the AP Chemistry Exam. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** Yes      **Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in Biology and Chemistry. Completion of a summer task is required.



### Advanced Placement Environmental Science

The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This is a course that challenges students in that it connects themes across multiple disciplines and encompasses science, math, economics, and geography, among others. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level:** 10-12      **Full Year:** 1.0      **NCAA Approved:** Yes      **Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in Biology and Algebra I, and completion/concurrent enrollment in Chemistry. Completion of a summer task is required.



### Advanced Placement Physics A

Advanced Placement Physics A is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power, mechanical waves and sound; and introductory, simple circuits. Students will have a challenge with the complex concepts of rotational kinematics and dynamics, along with simple harmonic motion. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** Yes      **Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in Biology, Chemistry, and previous Science course. Completion of a summer task is required.



### Advanced Placement Physics C: Mechanics

The AP Physics C: Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. The AP Physics C: Mechanics course defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement. Students will practice reasoning skills used by physicists by discussing and debating, with peers, the physical phenomena investigated in class, as well as by designing and conducting inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis, and interpretation. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** Yes      **Teacher Recommendation:** No

**Prerequisite:** Completion of Physics/Physics Honors, completion of or concurrent enrollment in Calculus. Completion of a summer task is required.



### Biology Dual Enrollment

Biology Dual Enrollment is a high school dual enrollment program offered through the University of Memphis for eight college credit hours. Students will be enrolled in Biology 1010/Biology 1011: Biology of Cells and Lab during the first semester, and Biology 1020/1021: Biology of Organisms and Lab during the second semester. Biology 1010 is a general overview of cellular structure and function, genes and biodiversity. Biology 1011 explores principles and applications of basic biology through laboratory experiments and observations and demonstrations. The emphasis is on cellular structure, function and diversity and on introductory genetics. The Biology 1020 course is a general overview of life with an emphasis on structure and function of organisms and biosphere. Biology 1021 includes laboratory observations, demonstrations and experiments designed to apply scientific methods to lecture subjects.

***\*NOTE: College credit will apply to all liberal arts majors including education (non-science), communication, business, journalism, math and all non-science majors. Credit will not apply toward a major or minor in the sciences, nor will it satisfy any part of science requirements for pre-professional curricula.***

Course fees are substantially reduced (or potentially waived) for the high school based program through an institutional grant from the U of M and the Tennessee Lottery Dual Enrollment grant. Registration and payment for the course take place during the first two weeks of each semester (in August and January). College credit is on an earned basis and transfers to any higher learning institution that accepts credit hours from the University of Memphis.

**Grade Level: 12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite (1<sup>st</sup> Semester): ACT Composite of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite]. (2<sup>nd</sup> Semester): Completion of Biology 1010 and 1020 with a minimum grade of B. Parent and student orientation is required for all enrolled students prior to the first day of class.**



### Human Anatomy/Physiology Dual Enrollment

Anatomy and Physiology Dual Enrollment is a high school dual enrollment program offered through the University of Memphis for eight college credit hours while fulfilling high school graduation requirements. Students will be enrolled in Biology 2010/2011 Anatomy/Physiology I and Lab during the first semester, and Biology 2020/2021 Anatomy/Physiology II and Lab during the second semester. Anatomy/Physiology I is a detailed study of structure and functions of human organism. Anatomy/Physiology I Lab includes laboratory observations, demonstrations and experiments designed to help students develop a working knowledge of anatomy and physiology. Topics covered are anatomical terminology, genetics, and the integumentary, skeletal, muscular, and nervous systems. Anatomy/Physiology II is a continuation of Anatomy/Physiology I. The Anatomy/Physiology II Lab course covers the special senses, and the circulatory, cardiovascular, respiratory, digestive, urinary, and reproductive systems.

***\*NOTE: Credit will apply to all liberal arts majors including education (non-science), communication, business, journalism, math and all non-science majors. Credit will not apply toward a major or minor in the sciences, nor will it satisfy any part of science requirements for pre-professional curricula.***

Course fees are substantially reduced (or potentially waived) for the high school based program through an institutional grant from the U of M and the Tennessee Lottery Dual Enrollment grant. Registration and payment for the course take place during the first two weeks of each semester (in August and January). College credit is on an earned basis and transfers to any higher learning institution that accepts credit hours from the University of Memphis.

**Grade Level: 12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Human Anatomy & Physiology (Standard or Honors), (1<sup>st</sup> Semester): ACT Composite of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite]. (2<sup>nd</sup> Semester): Completion of Biology 2010 and 2011 with a minimum grade of B. Parent and student orientation is required for all enrolled students prior to the first day of class.**



## Social Studies Department

Social Studies is the integrated study of social sciences and humanities to promote civic competence. Within the school program, social studies provides a coordinated, systematic study drawing on such disciplines as economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities and the natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent 21st century world.



To satisfy graduation requirements, students are required to earn 1 credit in U.S. History and Geography (Standard, Honors, AP, or Dual Enrollment), 0.5 credits in Economics (Standard or AP), 0.5 credits in U.S. Government and Civics (Standard or AP), 0.5 credits in Personal Finance, and 1 credit from the following: World History (Standard, Honors, or AP), AP Human Geography, or AP European History.

### Recommended Course Progression

Graduation Requirements		Elective Courses	
Grades 9-10	Choose One: World History and Geography World History and Geography Honors AP World History AP Human Geography	Grades 9-12	African American History AP Human Geography (Grades 9-10) Introduction to Bible Sociology
Grade 11	Choose One: U.S. History and Geography U.S. History and Geography Honors AP U.S. History	Grades 10-12	AP World History AP European History Ancient History Contemporary Issues
Grade 12	Economics or AP Macroeconomics U.S. Government & Civics or AP Government & Politics LDC Personal Finance or Dual Enrollment Personal Finance	Grades 11-12	Psychology AP Psychology

*\*Dual Enrollment (DE) courses offered through University of Memphis. Admission requirements: (1<sup>st</sup> Semester): ACT Composite sub-score of 19 or above, and selection score of 100 or above [selection score calculation: (GPA x 30) + ACT composite]. (2<sup>nd</sup> Semester): Completion of 1<sup>st</sup> semester course with a minimum grade of B. Parent and student orientation is required for all enrolled students prior to the first day of class.*



### World History and Geography

World History and Geography is a yearlong course consisting of a broad survey of the history of the world. Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Relevant Tennessee connections will be part of the curriculum, as well as appropriate primary source documents. Students will face the challenge of exploring geographic influences on history, with attention given to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community.

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: None**

### World History and Geography Honors

World History and Geography Honors is a yearlong course consisting of a broad survey of the history of the world. Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Relevant Tennessee connections will be part of the curriculum, as well as appropriate primary source documents. Students will explore geographic influences on history, with attention given to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Honors World History and Geography is a challenging course that requires a strong level of reading comprehension and critical thinking. *Students will independently read at least two books (historical novels) in addition to the course textbook.*

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in 8<sup>th</sup> grade Social Studies or 9<sup>th</sup> grade English course.**

### Advanced Placement Human Geography

The Advanced Placement Human Geography course is equivalent to an introductory college-level course in human geography. The course challenges students to study the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. College Board guides coursework requirements. Students taking this course will be prepared to take the AP Exam and should have above average reading level. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped. \*This course will satisfy the graduation requirement for World History and Geography.*

**Grade Level: 9-10      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in 8<sup>th</sup> grade Social Studies or 9<sup>th</sup> grade English course. Completion of a summer task is required.**



### Advanced Placement World History

Advanced Placement World History focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The challenge that this course sets forth is for students to investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and to use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee*



*balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped. \*This course will satisfy the graduation requirement for World History and Geography.*

**Grade Level:** 9-12

**Full Year:** 1.0

**NCAA Approved:** Yes

**Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in 8<sup>th</sup> grade Social Studies or previous 9<sup>th</sup>-11<sup>th</sup> grade English course. Completion of a summer task is required.



### **Advanced Placement European History**

Advanced Placement European History focuses on developing students' understanding of European history from approximately 1450 to the present. The challenge that this course set forth is for students to investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and to use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped. \*This course will satisfy the graduation requirement for World History and Geography.*

**Grade Level:** 10-12

**Full Year:** 1.0

**NCAA Approved:** Yes

**Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in previous English course. Completion of a summer task is required.



### **United States History and Geography**

United States History and Geography provides students with a study of Reconstruction to the present. The challenge that this course sets forth is for students to utilize different methods used by historians to interpret the past, including point of view and historical context. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Grade Level:** 11

**Full Year:** 1.0

**NCAA Approved:** Yes

**Teacher Recommendation:** No

**Prerequisite:** None

### **United States History and Geography Honors**

United States History and Geography Honors is an accelerated course that details events in American History from Reconstruction to the present. The challenge that this course sets forth is that it requires more detailed work on a faster pace. Outside readings are required. A strong level of organizational, reading, and critical thinking skills are required. *Students are required to take the Tennessee End of Course Exam with the exam score figured as a part of the student's final grade in the course.*

**Grade Level:** 11

**Full Year:** 1.0

**NCAA Approved:** Yes

**Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in Honors English II or standard English II.

### **Advanced Placement United States History**

Advanced Placement United States History challenges the student with the analytical skills and factual knowledge necessary to deal critically with American history. This course emphasizes the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped. \*This course will satisfy the graduation requirement for United States History and Geography.*

**Grade Level:** 11

**Full Year:** 1.0

**NCAA Approved:** Yes

**Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in Honors English II or standard English II. Completion of a summer task is required.



### **Economics**

Economics is a study of how people, businesses, and governments choose to use resources. The course challenges student to learn the fundamental principles of the American free enterprise system and the factors that influence its function. The course also provides an understanding of how basic economic concepts affect decisions made by consumers, producers, and their government. The course gives a perspective of the American economy followed by a traditional sequence.

**Grade Level: 12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: None**

### **Advanced Placement Macroeconomics**

Advanced Placement Macroeconomics is designed to give a thorough understanding of the principles of economics that apply to an economic system as a whole. The course challenges students by placing particular emphasis on the study of national income and price determination, and also developing familiarity with economic performance measures, economic growth, and international economics. Students may be asked to purchase supplementary materials during the course of study. *Summer work is required. All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in United States History or AP United States History. Completion of a summer task is required.**



### **LDC Personal Finance**

Personal Finance is offered as a local dual credit course through Southwest Tennessee Community College. The course is designed for seniors to promote financial literacy. The implementation of the ideas, concepts, knowledge, and skills taught in this course will challenge students to implement decision-making skills they must apply and use to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society.

**Grade Level: 12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: None**

### **Personal Finance Dual Enrollment**

Personal Finance Dual Enrollment is a high school dual enrollment program offered through the University of Memphis for three college credit hours per semester while fulfilling high school graduation requirements. Students will be enrolled in FIR 1220 - Personal Financial Management, a non-technical course covering areas of personal budgeting, borrowing and credit, insurance, home ownership, investment, taxes, entrepreneurship, and family financial planning.

Course fees are substantially reduced (or potentially waived) for the high school based program through an institutional grant from the U of M and the Tennessee Lottery Dual Enrollment grant. Registration and payment for the course take place during the first two weeks of each semester (in August and January). College credit is on an earned basis and transfers to any higher learning institution that accepts credit hours from the University of Memphis.

**Grade Level: 12      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite (1<sup>st</sup> Semester): ACT Composite of 19 or above, and selection score of 100 or above [selection score calculation:  $(\text{GPA} \times 30) + \text{ACT composite}$ ]. (2<sup>nd</sup> Semester): Completion of HIST 2010 with a minimum grade of B. Parent and student orientation is required for all enrolled students prior to the first day of class.**



### **United States Government and Civics**

United States Government and Civics is a study of the structure, functions, and powers of government at the national, state, and local levels. The core of the study is the United States' founding principles and beliefs. The course also challenges student to compare the United States government to non-democratic systems. *Students are required to take the United State Civics Test at the completion of the course.*

**Grade Level: 12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: None**

### **Advanced Placement United States Government and Politics**

Advanced Placement U.S. Government and Politics is a college level course that explores the political theory and everyday practice that direct the daily operation of the U.S. government and shape our public policies. It will also provide the students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and analysis of specific examples. AP U.S. Government and Politics is a challenging course that is taught on a college level and it requires a substantial amount of reading and preparation for every class. The course objectives go well above a basic analysis of how the U.S. government works. Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well a citizen's rights and responsibilities. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee*



balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.

**Grade Level: 12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in United States History or AP United States History. Completion of a summer task and a summer task assessment is required.**

#### **Electives:**

##### **African American History**

African American History is designed to analyze the creation of African American society in the United States. Students will be challenged to analyze various issues facing African-Americans in the past and present. They will research past historical documents in order to better understand the issues facing African Americans today.

**Grade Level: 9-12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completed or concurrent enrollment in World History or U.S. History. African American Literature is recommended.**

##### **Ancient History**

Students will examine the major periods of Ancient History from prehistoric times to 1500 AD/CE. Major emphasis will be given to the Neolithic Revolution, the development of river valley civilizations, the rise of Greece and Rome, and the decline and fall of the Roman Empire. The challenge that this course sets forth is for students to utilize different methods used by historians to interpret the past, including point of view and historical context.

**Grade Level: 10-12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completed or concurrent enrollment in World History or World History Honors**

##### **Contemporary Issues**

Contemporary Issues is a study of current political, social, and economic issues of importance to American and world society. The course challenges students to think critically about current issues – local, state, national, and international.

**Grade Level: 10-12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: None**

##### **Humanities Honors**

Humanities Honors is an elective course designed to instruct students in the study of literature, history, philosophy, science, art, music, and architecture of Western culture, beginning with the classical world of the Greeks and Romans and concluding with our own contemporary world.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in previous English course.**

##### **Introduction to Bible**

Introduction to Bible will cover the Old Testament. The lessons are inter-disciplinary in nature, offering insights into important Bible literature, and, where appropriate, discussing the literary and historical context of Biblical events. This course will challenge students to study sacred texts from an academic perspective instead of a devotional perspective. The lesson plans are designed to introduce the book of the Bible in ways that are consistent with good scholarship, are age-appropriate and are sensitive to the challenge of teaching about a text that is scripture for a number of religious traditions.

**Grade Level: 9-12      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**  
**Prerequisite: None**

##### **Psychology**

Psychology is the scientific study of human and animal behavior and thought processes. This course introduces students to the different perspectives of psychology, allows them to explore the use of psychology in daily life, and analyzes the distinction between normal and abnormal behavior.

**Grade Level: 11-12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: None**

##### **Advanced Placement Psychology**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior,

sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*



**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in Biology or previous Science course. Completion of a summer task and a summer task assessment is required.**

### **Sociology**

Sociology is a study of dynamics and models of individual and group relationships. The course will challenge students to examine society and human interaction and the historical development of sociology, research methods and theoretical perspectives on human interaction. Customs and practices of different cultures are emphasized.

**Grade Level: 9-12      One Semester: 0.5      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: None**

## Special Education Department

In compliance with Individuals with Disabilities Education Act (IDEA), Arlington High School seeks to provide the least restrictive environment (LRE) for all students with disabilities. According to a student's individual education plan (IEP), a student is offered the chance to be included with their non-disabled peers. AHS offers a continuum of services that are available for each student based on the IEP team decision either in the general education and/or special education setting. Academic support can come from the following areas- consultation, co-teaching, learning lab, and functional skills. The focus is on providing each student the assistance he or she needs to learn.

Students with disabilities may earn one of the following types of diplomas as determined by the Individualized Education Plan (IEP) team:

**Regular Education Diploma** is awarded to students who meet the minimum standards established by the State Board of Education and earn the specified 22 units of credit and have satisfactory records of attendance and conduct.

**Special Education Diploma** may be awarded at the end of the fourth year of high school to students with disabilities who:

- have not met the requirements for a high school diploma;
- received special education services or supports and have satisfactorily completed an individualized education program;
- have a satisfactory record of attendance and conduct.

Students who obtain a Special Education Diploma may continue to work towards the high school diploma through the end of the school year in which the student reaches twenty-two (22) years of age.

**Occupational Diploma** may be awarded at the end of the fourth year of high school to students with disabilities who:

- have not met the requirements for a high school diploma;
- have satisfactorily completed an individualized education program;
- have satisfactory records of attendance and conduct;
- have completed the occupational diploma Skills, Knowledge and Experience Mastery Assessment (SKEMA) created by the Department; and
- have completed two (2) years of paid or non-paid work experience.

The determination that an Occupational Diploma is a goal for a student with a disability will be made at the conclusion of the student's tenth (10<sup>th</sup>) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the Occupational Diploma may continue to work towards the high school diploma through the end of the school year in which the student reaches twenty-two (22) years of age.

**Alternate Academic Diploma** may be awarded to students with significant cognitive disabilities at the end of their fourth (4<sup>th</sup>) year of high school who have:

- participated in the high school alternate assessments;
- earned the prescribed twenty-two (22) credit minimum;
- received special education services or supports and made satisfactory progress on an IEP;
- have satisfactory records of attendance and conduct; and
- have completed a transition assessment(s) that measures, at a minimum, preparedness for postsecondary education and training; employment; independent living; and community involvement.

The required credits may be earned either through the state-approved standards or through alternate academics' diploma modified course requirements approved by the State Board. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until he or she receives a regular high school diploma or through the school year in which the student turns twenty-two (22).

## Wellness Department

The Wellness Department strives to ensure that students learn how to develop lifetime wellness by being prepared to make healthy and responsible lifestyle decisions while engaging in activities that establish positive physical, social and emotional habits. Students gain the knowledge and skills necessary to become healthy, lifelong learners through a fitness based curriculum and a comprehensive health education program.



To meet the graduation requirements, students must complete 1.0 credit in Lifetime Wellness and 0.5 credits in an elective physical education course. The 0.5 Physical Education requirement may be met by substituting a documented and equivalent time of physical activity in marching band, cheerleading, dance team, or TSSAA interscholastic athletics.

### Lifetime Wellness LDC

Lifetime Wellness LDC is a required physical education course that combines the principles of physical education and health. The emphasis in this course is on total, lifetime fitness and positive lifestyle management. During the Health portion of the Lifetime Wellness course, students apply specific concepts to assist in learning how to adapt a healthy living lifestyle. Students apply the five health related components of fitness cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition to help build overall fitness. Along with nutrition, substance use and abuse, and CPR and first aid concepts to adapt overall wellness. The Physical Education portion of the course challenges students to demonstrate mastery in specific movements to help develop and support achievement of personal fitness. Students participate in a Heart Rate Monitor program (Polar Go Fit) as well as make videos for each movement to set fitness goals.

This course is offered as a Local Dual Credit course through Southwest Tennessee Community College for college credit hours while fulfilling high school graduation requirements. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution.

**Grade Level: 9      Full Year: 1.0      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

**Industry Certification: Adult, Infant & Child CPR/AED/First Aid**



### Electives:

#### Lifetime Sports

Lifetime Sports is a lifetime physical fitness course open to students who wish to learn how to achieve and maintain total physical fitness. The emphasis in this class is to learn different sports as it relates to rules and skills necessary to play the sport at an enjoyable level. Students completing this course will be better prepared to enjoy participating in different sports such as, volleyball, basketball, badminton, and soccer.

**Grade Level: 11-12      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Lifetime Wellness**

#### Recreational Games

Similar to Lifetime Sports, Recreational Games is a course where various recreational sports are explored. The emphasis in this class is to learn different recreational games as it relates to rules and skills necessary to play at an enjoyable level. Participation is required.

**Grade Level: 11-12      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: Lifetime Wellness**

#### Weightlifting

Weightlifting is a course designed to provide students with the knowledge and fundamentals of strength and fitness training. Students will acquire a more advanced knowledge of how to achieve and maintain a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of weightlifting training. Course content includes safety practices, rules, terminology, etiquette, mile run, circuit training, cross fit training, circuit run, weight training, group stretching, jog/walk activities and form running.

**Grade Level: 11-12      One Semester: 0.5      NCAA Approved: No      Teacher Recommendation: No**

**Prerequisite: None**

## World Languages Department

The World Languages curriculum focuses on communication, culture, connection, comparisons, and communities through studies in the target language in order to prepare students for a global community.



In order to satisfy graduation requirements, students are required to earn two credits in the same world language.

### Recommended Course Progression

French	Latin	Spanish
French I French I Honors	Latin I Latin I Honors	Spanish I Spanish I Honors
French II French II Honors	Latin II Latin II Honors	Spanish II Spanish II Honors
French III Honors	Latin III Honors	Spanish III Honors
French IV Honors AP French	Latin IV Honors	Spanish IV Honors AP Spanish

***\*Note: High School Courses Taken in Middle School***

*Students taking Spanish I prior to entering high school will earn one credit toward the World Language graduation requirements. (ACS Policy 4.604)*

Students who have developed proficiency in a language through life experience, rather than through formal study, may be placed by examination into the most appropriate language course for their skill level. However, no transcript credit for earlier courses in that language will be awarded.



## French

### French I

French I introduces students to a new way of looking at the world through the cultural and linguistic lenses of French-speaking people around the world. The emphasis of this class is communication in French as well as intercultural competence. Challenges within this course include listening and speaking in French with movement toward total language-immersive experience by the second semester. By the end of the year, students should be at a novice-high level of language production and comprehension.

**Grade Level:** 9-12     **Full Year:** 1.0     **NCAA Approved:** Yes     **Teacher Recommendation:** No  
**Prerequisite:** None

### French I Honors

French I Honors is intended for students with an above average aptitude in language acquisition. Students will approach language learning in the same way as French I standard students, but will be further expected to complete cultural projects independently as well as independently analyze French literature from a variety of genres. Additional challenges within this course include listening and speaking in French with movement toward total language-immersive experience by the second quarter. By the end of the year, students should be at an intermediate-low level of language production and comprehension. Students are required to take a French Language Proficiency Exam (fee required).

**Grade Level:** 9-12     **Full Year:** 1.0     **NCAA Approved:** Yes     **Teacher Recommendation:** No  
**Prerequisite:** Completion of and passing grades in previous English course. Completion of a summer task is required.

### French II

French II is a continuation of French I, with students continuing to study different cultures through the cultural and linguistic lenses of French-speaking people around the world. The emphasis of this class is communication in French as well as intercultural competence. Challenges within this course include the class being taught primarily in French.

**Grade Level:** 10-12     **Full Year:** 1.0     **NCAA Approved:** Yes     **Teacher Recommendation:** No  
**Prerequisite:** Successful completion of French I

### French II Honors

French II Honors is intended for students with an above average aptitude in language acquisition. Students will continue from French I and will be expected to complete cultural projects independently as well as independently analyze French literature from a variety of genres. Additional challenges within this course include the class being taught primarily in French. Use of correct French grammar and development of writing skills are important components of this course. Students are required to complete approximately 6 outside reading selections throughout the year which will need to be purchased separately. Students are required to take a French Language Proficiency Exam (fee required).

**Grade Level:** 10-12     **Full Year:** 1.0     **NCAA Approved:** Yes     **Teacher Recommendation:** No  
**Prerequisite:** Completion of and passing grades in French I course. Completion of a summer task is required.

### French III Honors

French III Honors is designed for students with an above average aptitude who want to increase their language proficiency and build their fluency in the French language. Knowledge and mastery of grammar are stressed as well as the fluidity of spoken French. Challenges include outside reading selections in French, the class being taught in French and class discussions being held in French. Students are required to take a French Language Proficiency Exam (fee required).

**Grade Level:** 11-12     **Full Year:** 1.0     **NCAA Approved:** Yes     **Teacher Recommendation:** No  
**Prerequisite:** Completion of and passing grades in French II course. Completion of a summer task is required.

### French IV Honors

French IV Honors is a challenging course designed for students who want to continue the development of speaking, reading, writing, and listening skills. Challenges include outside readings selections and in class readings in French, as well as the class being taught in French and class discussions being held in French. Students will also write essays, listen to native speakers on cassettes and describe picture sequences in French. Students are required to purchase supplementary materials. Students are required to take a French Language Proficiency Exam (fee required).

**Grade Level:** 12     **Full Year:** 1.0     **NCAA Approved:** Yes     **Teacher Recommendation:** No  
**Prerequisite:** Completion of and passing grades in French III Honors course. Completion of a summer task is required.

### Advanced Placement French

"The AP French Language course should help prepare students to demonstrate their level of French proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication), and



Presentational (productive communication), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth and sixth semester (or the equivalent) college and university courses that focus on speaking and writing in the target language at an advanced level.” From: <http://apcentral.collegeboard.com>

AP French follows the course description established by The College Board of French Language and Culture. This course is designed for those students who wish to develop proficiency in communication skills, while studying the works of selected French authors. Students are required to purchase supplementary materials. This course will require a substantial time commitment outside of class in order to be successful. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level: 12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in French III Honors course. Completion of a summer task is required.**



## Latin

### Latin I

Latin I is recommended for college-bound students, students planning careers in law or medicine, and those desiring a better understanding of English vocabulary, structure of grammar, and awareness of the Roman culture and its modern significance. As a basic grammar course, emphasis is placed on learning to translate.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: None**

### Latin I Honors

Latin I Honors is for students who have an above average aptitude in language. It is recommended for students planning careers in law or medicine and for those desiring a better understanding of English. Vocabulary, derivatives, and translations from Latin to English and English to Latin are emphasized. This course focuses on the Roman culture. Students are required to take a proficiency-based exam in Latin in the spring (fee required).

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in previous English course.**

### Latin II

Latin II stresses further study of grammar, vocabulary, derivatives, sentence structure, composition, and Roman culture. Students read and translate passages from Latin authors in adapted and original form.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Successful completion of Latin I**

### Latin II Honors

Latin II Honors is an advanced study of Roman culture, grammar, vocabulary, derivatives, sentence structure, and composition. Students read and translate advanced passages from Latin authors with emphasis on the home, school, pastimes, and ceremonies. Students are required to take a proficiency-based exam in Latin in the spring (fee required).

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in Latin I course.**

### Latin III Honors

Latin III Honors is designed to reinforce basic Latin grammar and to train students to read and interpret a wide variety of classical and medieval texts. Emphasis is placed on history, culture, and literature. Students are required to take a proficiency-based exam in Latin in the spring (fee required).

**Grade Level: 11-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**  
**Prerequisite: Completion of and passing grades in Latin II course.**

### Latin IV Honors

Latin IV Honors is for students that have mastered the major grammatical objectives of Latin grammar and are able to begin translating authentic Latin literature. This course is an intensive study of original Latin texts, including Eutropius, Cicero, Caesar, and Catullus. Students translate and analyze passages from the various authors' works. In addition, to the extended reading of authentic Latin, the course also aims to introduce the students to the broader aspects of the Latin-

speaking world, especially the characteristically Roman arts of politics, war, and administration. Focus is also given to three outstanding poets who were contemporaries of Augustus: Vergil, Horace, and Ovid. These selections provide the opportunity for students to become more skillful at reading Latin poetry and appreciating good literature. Students work together in small groups and take quizzes independently. Students are required to take a proficiency-based exam in Latin in the spring (fee required).

**Grade Level: 12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in Latin III Honors course.**

## **Spanish**

### **Spanish I**

Spanish I concentrates on grammar, vocabulary, and pronunciation with emphasis on written and oral proficiency in Spanish. Challenges in this course include developing basic conversational skills in Spanish, and the class being taught somewhat in Spanish. Study of the cultures of Spanish-speaking countries is included.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: None**

### **Spanish I Honors**

Spanish I Honors is designed for linguistically talented students. Grammatical structures and vocabulary are taught in a context, which emphasizes communication skills in listening, speaking, reading, and writing Spanish. Challenges in this course include speaking in Spanish in the class in developmental conversations and the class being taught partially in Spanish. A more in-depth study of the cultures of Spanish-speaking countries is included, as well as exploratory projects to learn about cultural aspects of Spanish-speaking countries and peoples. Students are required to take a proficiency-based exam in Spanish in the spring (fee required).

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in previous English course. Completion of a summer task is required.**

### **Spanish II**

Spanish II emphasizes the continued study of Spanish grammar and usage with emphasis on proficiency in the written and spoken language. Challenges in this course include continuing conversational skills in Spanish, with readings in Spanish and paragraphs and short essays being written in Spanish. The class will be taught somewhat in Spanish. Study of the cultures of Spanish-speaking countries is included.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Successful completion of Spanish I**

### **Spanish II Honors**

Spanish II Honors is intended for students with an above average aptitude in language acquisition and emphasizes increased skills in reading, conversation, and fluency in Spanish. Students will continue from Spanish I Honors and will be expected to complete cultural projects independently as well as independently analyze French literature from a variety of genres. Additional challenges within this course include the class being taught partially in Spanish. Students are required to take a proficiency-based exam in Spanish in the spring (fee required). Students who meet the criteria and plan to take a third year of Spanish must enroll in this course.

**Grade Level: 9-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in Spanish I course. Completion of a summer task is required.**

### **Spanish III Honors**

Spanish III Honors is an advanced study of Spanish language, which includes improving speaking, reading, and writing skills on a variety of topics as well as developing high-level grammatical structure and vocabulary usage. Communication skills in the language are emphasized, both for upper-level learning and for real-life interactions. Challenges in this course include an engaging, fast-paced structure, developing both presentational and interactive speaking and writing skills that are often based on reading passages in Spanish. The class is conducted with an emphasis on using Spanish, with students participating, responding, and creating conversations as well as understanding the teacher. The study of different cultural facets of the Spanish-speaking world is included, as understanding of global societies is valued. Students are required to take a proficiency-based exam in Spanish in the spring (fee required). Students can expect to excel in this course if they are currently maintaining a 94 or above in Spanish II Standard or a 90 or above in Spanish II Honors.

**Grade Level: 10-12      Full Year: 1.0      NCAA Approved: Yes      Teacher Recommendation: No**

**Prerequisite: Completion of and passing grades in Spanish II course. Completion of a summer task is required.**

### Spanish IV Honors

Spanish IV Honors is designed to include a review of grammatical structures and emphasis on vocabulary growth and communication skills in conjunction with a survey of Spanish and Spanish-American history, art, and literature. Challenges in this course include a Pre-AP pace, with conversational skills in Spanish being necessary. Articles and other readings in Spanish with comprehension questions will be a frequent part of the class. Journals, paragraphs, letters, and short essays will be required to be written in Spanish. The class will be taught primarily in Spanish, with students participating, responding, and creating conversations of their own. Study of the cultures of Spanish-speaking countries is included, with videos in Spanish to be watched and comprehended. Students are required to take a proficiency-based exam in Spanish in the spring (fee required).

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** Yes      **Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in Spanish III Honors course. Completion of a summer task is required.

### Advanced Placement Spanish

"The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication), and Presentational (productive communication), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth and sixth semester (or the equivalent) college and university courses that focus on speaking and writing in the target language at an advanced level." *From: <http://apcentral.collegeboard.com>*

Advanced Placement Spanish follows the course description established by The College Board of Spanish Language and Culture. This course is designed for those students who wish to develop proficiency in communication skills, while studying the works of selected Spanish and Spanish-American authors. Students are required to purchase supplementary materials. This course will require a substantial time commitment outside of class in order to be successful. *All students enrolled in an AP course must pay the fee of approximately \$97 per course to the AP Coordinator and participate in the College Board AP testing program in May. The entire AP Exam fee balance must be paid on August 1, 2024 (Student Schedule pick-up day). Nonpayment by this date will result in the AP course being dropped.*

**Grade Level:** 11-12      **Full Year:** 1.0      **NCAA Approved:** Yes      **Teacher Recommendation:** No

**Prerequisite:** Completion of and passing grades in Spanish III Honors or Spanish IV Honors Completion of a summer task is required.



## Additional Course Offerings

### Dual Enrollment Engineering

Dual Enrollment Engineering is offered through the University of Memphis for six college credit hours while fulfilling high school graduation requirements. While enrolled in the year-long Engineering DE course at AHS, students will be enrolled in ENGR 1009- Prep Math for Engineering during the first semester and ENGR 1010 - Engineering Problem Solving during the second semester at U of M. The Prep Math for Engineering course (ENGR 1009) focuses on the application of algebra and trigonometry to engineering problems. The course is accelerated preparation for an engineering or technology major. The Engineering Problem Solving course (ENGR 1010) is an introduction to the methods of engineering problem solving. The focus is on the application of mathematical concepts to solve engineering problems. Engineering Course Fee \$45 per credit hour.

**Grade Level: 12**      **NCAA Approved: No**      **Teacher Recommendation: No**

**Prerequisite:** ACT Composite of 19 or above, ACT Math of 24 and selection score of 100 or above [selection score calculation:  $(\text{GPA} \times 30) + \text{ACT composite}$ ], Parent and student orientation is required for all enrolled students prior to the first day of class.

**ENGR 1009:** Students must be concurrently enrolled in AP Calculus AB, AP Calculus BC or DE College Algebra/Elementary Calculus MATH 1710/MATH 1730.

**ENGR 1010:** PREQUISITE: ENGR 1009 or MATH 1710 with a grade of C- or better. PREQUISITE or COREQUISITE: MATH 1720 or MATH 1730 or MATH 1910 or MATH 1421 with a grade of C- or better.

*\*Note: Course fees are substantially reduced for the high school based program through an institutional grant from the University of Memphis and the Tennessee Lottery Dual Enrollment grant.*



### Dual Enrollment Hospitality and Tourism Management

Dual Enrollment Hospitality and Tourism Management is offered through the University of Memphis for six college credit hours while fulfilling high school graduation requirements. In this course, students will examine the varied aspects of lodging, food service, clubs, cruise lines, natural attractions, manmade attraction, transportation, infrastructure; retail businesses; sports; special events and activities; outfitters, tour operators, travel management; and destination marketing organizations.

**Grade Level: 12**      **NCAA Approved: No**      **Teacher Recommendation: No**

**Prerequisite:** ACT Composite of 19 or above, and selection score of 100 or above [selection score calculation:  $(\text{GPA} \times 30) + \text{ACT composite}$ ], Parent and student orientation is required for all enrolled students prior to the first day of class.

*\*Note: Course fees are substantially reduced for the high school based program through an institutional grant from the University of Memphis and the Tennessee Lottery Dual Enrollment grant.*

