



Beech High School

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BEECH HIGH SCHOOL VISION STATEMENT	5
Graduation Information	6
Graduation Requirements/Diplomas:.....	6
11 th Grade Assessment.....	8
United States Civics Test.....	8
Computer Education	8
Project-based Civics Assessment.....	8
“Move on When Ready”	8
Early Graduation.....	9
Receiving a Diploma	10
Academic Recognition and GPA.....	10
Sumner County Academic Recognition/GPA.....	10
Graduation with State Honors and State Distinction [R & R 0520-1-3.06].....	11
Course Credit Information	11
Classification of Students	11
Minimum Academic Load	11
Course Placement	11
Honors Course Designation	12
Honors Credit for Capstone Courses	12
AP Special Circumstances	12
Grade Reporting.....	12
End of Course Examinations	13
Awarding Credit	13
Private School Statement	14
Home School Statement.....	14
Summer School Statement.....	14
Optional School Programs through Sumner County.....	14
Virtual Classes	15
Credit Recovery	15
TSSAA Athletic Eligibility Requirements.....	15
Activities During Instructional Time	16
Course Information.....	16
Schedule Changes.....	16
Non-Discrimination Policy	16
Course Descriptions.....	17
Language Arts.....	17
Mathematics.....	19
Science.....	21
Foreign Language	25
Fine Arts	27
Physical Education.....	30
Career and Technical Education.....	31
Agriculture, Food & Natural Resources	32
Architecture & Construction.....	33
Arts, Audio/Visual Technology, & Communications.....	34
Business Management & Administration, Finance, Marketing	35
Human Services	37
Information Technology	39
Health Science	40
Law Enforcement Services	42
Engineering.....	43
Skinny Block Course Descriptions	44
Graduation Checklist	50

Registration is a VERY important process! Decisions made at this time affect not only your high school years, but also your future. Your counselor will be glad to help you. Use the following criteria when deciding on the courses of study you wish to pursue:

Graduation Requirements
Interest in Subjects
Career/College Plans
Prerequisites for Class
College Requirements
College Bound Athlete-NCAA Requirements

Counselors

Students and parents are encouraged to consult our counselors for help and information regarding any aspect of registration, classes, credits, career planning and personal counseling.

Students' Last Name A – D
Students' Last Name E – K
Students' Last Name L – Q
Students' Last Name R – Z

Christy Hood
Dana Butler
Christy Croft
Cindy Dupree

BEECH HIGH SCHOOL VISION STATEMENT

Beech High School is dedicated to a student-centered collaborative culture that promotes excellence in literacy and mathematical processes to prepare our students for college and careers.

Students:

- are engaged in and value literacy as a life skill.
- experience mathematical processes through real-world application.
- exemplify college and career readiness through collaborative skills and effective communication.

Teachers:

- build a collaborative culture through data-driven instruction.
- incorporate literacy and mathematical processes across all disciplines.
- provide quality instruction based on Tennessee state standards and expectations.

Beech:

- utilizes technology enhanced instruction that promotes literacy and mathematical processes.
- models leadership that promotes a collaborative culture, which consists of students, teachers, and community.
- provides curriculum that is standards based and promotes college and career readiness for **all** students.

Parents and Community:

- are invested in the promotion of high levels of literacy and mathematical processes.
- interact frequently with students to create a collaborative culture within our community.
- value data-driven instruction that promotes college and career readiness.

Graduation Information

Graduation Requirements/Diplomas:

As established by the Tennessee State Board of Education and the Sumner County Board of Education and with regard to graduation requirements, a diploma will be awarded as described below:

Graduation Requirements

A. High School Diploma

The graduation requirements and additional courses required for postsecondary/workforce training readiness will be tied to the vision of the high school graduate and to the Tennessee Academic Standards. To earn a regular high school diploma, students must (1) earn the prescribed credit minimum, (2) complete the ACT or SAT if enrolled in a Tennessee public school during their eleventh (11th) grade year, (3) meet the civics requirements, and (4) have a satisfactory record of attendance and discipline. Schools will minimize tracking of students by ability, eliminate central classes taught below the college preparation level, and provide all students a challenging course of study. Students with disabilities will be included in regular classes to the maximum extent possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed credit minimum.

B. Special Education Diploma

A special education diploma may be awarded at the end of their fourth (4th) year of high school to students with disabilities who have (1) not met the requirements for a regular high school diploma, (2) received special education services or supports and made satisfactory progress on an individualized education program (IEP), and (3) have satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

C. Occupational Diploma

An occupational diploma may be awarded to students with disabilities at the end of their fourth year of high school who have (1) not met the requirements for a regular high school diploma, (2) received special education services or supports and made satisfactory progress on an IEP, (3) have satisfactory records of attendance and conduct, (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education, and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

The following 26 credits shall be required for graduation.

Ready Core Curriculum Credits

English (English I, II, III, and IV).....	4
Mathematics*	4
Science**	3
Social Studies***	3
Wellness.....	1
Physical Education.....	0.5
Personal Finance.....	0.5
Foreign Language****	2
Fine Arts*****	1
Elective Focus*****	3
[Additional Sumner County electives [†]]	<u>4</u>
Total.....	26

* Students shall be required to achieve, by the time they graduate, at least the following: Algebra I, Geometry, and Algebra II (or equivalents) plus one additional mathematics course beyond Algebra II. All students must be enrolled in a math class each year. Students with qualifying disabilities as documented in the individualized education program may take Algebra IA, Algebra IB, Geometry A, and Geometry B for their required math classes over four years. Students who complete any of the required math credits prior to the ninth (9th) grade may receive graduation credit for that coursework; however, those students are still required to enroll in a mathematics course during each high school year.

The Bridge Math course is recommended for students who have not scored 19 or higher on the ACT mathematics subtest or a 460 on the SAT mathematics subtest by the beginning of the senior year. Other factors like career interest, study habits, etc. can be used to determine twelfth (12th) grade placement.

Credits received for non-credit recovery mathematics courses taken during the summer may count towards the required mathematics course during the subsequent school year. Any applicable End of Course examination must be taken during the fall semester immediately following the summer course. Credit may not be given in a summer course with an associated End of Course examination until the student takes the examination

Students with a qualifying disability who have deficits in mathematics as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or the equivalent Integrated Math I and Integrated Math II). The required number of credits in mathematics will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

** Students shall be required to achieve, by the time they graduate, at least Biology I and either Chemistry or Physics and a 3rd laboratory science.

Students with qualifying disabilities in reading and/or math as documented in the individualized education program shall be required to achieve at least Biology I and two other lab science credits or Biology IA and Biology IB along with one additional lab credit. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

*** The social studies curriculum shall include United States History & Geography, World History & Geography, Economics, and U.S. Government & Civics.

**** Students must complete two (2) credits of the same Foreign Language and one (1) credit in Fine Arts. In exceptional circumstances, to allow students to expand and enhance the elective focus. Schools may waive the foreign language and/or fine art requirements for students who are not planning to attend a university. (EXHIBIT G)

***** Students must complete three (3) credits in an elective focus. All students will pursue a focused program of study designed to prepare them for the workforce and postsecondary study. The intent of the elective focus is to provide students with an opportunity to explore a particular academic area in greater depth. The elective focus may be CTE, science and math, humanities, fine arts, AP/IB, or other areas approved by the local board of education. Students completing a CTE elective focus must complete three (3) credits in the same CTE career cluster or state-approved program of study. Schools should make every effort to ensure that all students complete a state or locally approved elective focus, however schools may waive the elective focus requirement for those students who transfer during the junior or senior year to a Tennessee high school from a school in another state or from a non-public school, if the completion of the elective focus would prevent or delay graduation.

Students who begin an elective focus in a Tennessee high school and transfer during the junior or senior year to another Tennessee high school may, with the permission of the Director of Schools, have the elective focus requirement waived if the receiving school does not offer the same elective focus area and is unable to offer related coursework to complete a state or locally approved focus area, or if the completion of the elective focus would prevent or delay graduation.

† Students participating in special program schools (E.B. Wilson Virtual High School, Sumner County Middle College High School, Sumner County Middle Technical College High School may be exempt from the additional Sumner County electives due to the nature of these programs).

11th Grade Assessment

As a strategy for assessing student readiness for postsecondary education, every student enrolled in a Tennessee public school during their eleventh (11th) grade year shall take either the ACT or SAT. To receive a regular high school diploma, all students enrolled in a Tennessee public school during their eleventh (11th) grade year must take either the ACT or SAT.

United States Civics Test

Beginning January 1, 2017, all high school students shall be given a United States civics test.

1. The test shall be comprised of 25 questions from the one hundred (100) questions that are set forth within the civics test administered by the United States citizenship and immigration services to persons seeking to become naturalized citizens. Multiple versions of the test are available for use in different schools and at different times.
2. A student shall pass the test if the student correctly answers at least seventy percent (70%) of the questions. Students may take the test as many times as necessary.
3. A student who has an individualized education program (IEP) under which the civics test is determined to be an inappropriate requirement for the student shall not be required to take the civics test.
4. A school all of whose seniors receiving a regular diploma, make a passing grade on the United States civics test shall be recognized on the Tennessee Department of Education's web site as a United States civics all-star school for that school year.
5. A passing grade is not a condition of receiving a regular diploma.

Computer Education

Computer education is not specifically listed in the graduation requirements. However, T.C.A. §49-6-1010 requires every candidate for graduation to have received a full year of computer education at some time during the candidate's educational career. Computer science and courses such as digital art and design, architectural and engineering design, programming and logic, web design, and website development will also satisfy this requirement and serve as a complement to a student's elective focus.

Project-based Civics Assessment

Sumner County has implemented a project-based assessment in civics at least once in grades nine through twelve.

1. The project-based assessment is created by the district and measures the civics learning objectives contained in the social studies standards and allows students to demonstrate understanding and relevance of public policy, the structure of federal, state and local governments and both the Tennessee and the United State constitutions.
2. "Project-based" means an approach that engages students in learning essential knowledge and skills through a student-influenced inquiry process structured around complex authentic questions and carefully designed products and tasks.

"Move on When Ready"

A Sumner County Schools student may complete an early high school graduation program and be eligible for unconditional entry into a public two-year institution of higher education or conditional entry into a public four-year institution of higher education, if the student meets the requirements of this section [TCA§ 49-6-8301-8306]. Each student desiring to complete an early graduation program shall indicate to the high school principal the student's intent to early graduate prior to the end of the student's 9th grade (freshman) year. Sophomores may participate in an early graduation program with approval from the Instruction Department. The intent shall be indicated on a form provided by their high school and signed by the parent. A student who completes the early graduation program must continue enrollment as a full-time student until the end of the second term of the school year in which the requirements are completed.

For early graduation and unconditional entry into a public two-year institution or conditional entry into a public four-year institution, a student shall

- (1) Score at the 'Advanced' level on each state mandated content area assessment;
- (2) Successfully complete eighteen (18) credits to include
 - (A) English I, II, III, and IV;
 - (B) Algebra I and II;
 - (C) Geometry;
 - (D) U. S. History;
 - (E) Two (2) courses in the same foreign language;
 - (F) One (1) course selected from the following:
 - (i) Economics;
 - (ii) Government;
 - (iii) World civilization; or
 - (iv) World geography;
 - (G) One (1) course selected from the following:
 - (i) History and appreciation of visual and performing arts; or
 - (ii) A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts;
 - (H) Health;
 - (I) Physical Education;
 - (J) Biology;
 - (K) Chemistry.
- (3) Have a cumulative grade point average of at least 3.2 on a 4-point
- (4) Score on either the ACT or the SAT at or above benchmarks set by the Tennessee higher education commission for mathematics and English;
 - (A) ACT – 27 in both mathematics and English
 - (B) SAT – 610 in mathematics, 590 in English
- (5) Obtain a 3 or better on the AP world language assessments; and
- (6) Complete at least two (2) courses from the following types of courses
 - (A) AP;
 - (B) IB;
 - (C) Dual enrollment; or
 - (D) Dual credit.

The courses specified in subsection (c) may be dual enrollment or dual credit courses, AP or IB courses, or standard courses for which high school credit is granted. Selected courses, as determined by the state board of education, may be completed at the middle school level.

A student in the early graduation program may take two (2) high school English courses in an academic year.

A student who completes the early graduation program under this section qualifies for unconditional admittance to all public two-year institutions of higher education.

Early Graduation

Students may apply, through their counselors, for early graduation. Schools will submit a: transcript; current course schedule; foreign language, fine art, and/or personal finance waiver letter (if used); graduation checklist; and a signed letter or statement from the student and parent/guardian (unless the student is 18) requesting early graduation. In addition, principals provide a letter of support. School counselors will forward this packet to the high school instructional coordinator for further processing. Board approval is required.

Receiving a Diploma

As established by the Tennessee State Board of Education and the Sumner County Board of Education and with regard to local graduation requirements, a diploma will be awarded to students as follows:

- (1) A high school diploma will be awarded to students who (a) earn the specified 26 units of credit, and (b) have satisfactory records of attendance and conduct for eight terms. A high school diploma may also be awarded to students who qualify under the “Move on When Ready” law.
- (2) A special education diploma may be awarded at the end of their fourth year of high school to students with disabilities who have (a) not met the requirements for a high school diploma, (b) have satisfactorily completed an individualized education program, and (c) have satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

Academic Recognition and GPA

Sumner County Academic Recognition/GPA

4 Tiers of Recognition	Cumulative GPA	Honors and AP Credits
With Highest Recognition	3.90	18
With High Recognition	3.70	16
With Notable Recognition	3.50	14
With Recognition	3.50	Fewer than 14

This academic recognition plan includes all credits attempted by students for all terms of the high school career. The GPA is based on a four-point scale with internal weighting only (three points on the final numerical grade for an honors course and five points on the final numerical grade for an Advanced Placement course).

1. Rank by number will be assigned only to valedictorian and salutatorian. If there is a GPA tie, the valedictorian will be identified as the student having the highest GPA coupled with the largest number of credits at the honors and AP levels. For purposes of ranking valedictorian and salutatorian, only classes in a student’s schedule will count in the number of honors and AP credits. Hence any virtual class taken in addition to a student’s normal school schedule (4 classes per semester) will not be counted in the number of honors and AP credits.

If the GPA and the number of credits are tied, the individuals at this level will share rank. If no students qualify for valedictorian or salutatorian at the highest recognition tier, then each successive tier will be reviewed for students with the highest GPA and, in case of a tie, with the highest number of honors and AP credits within that tier. Students other than valedictorian and salutatorian will be recognized only by the tier in which they fall not by a specific number.

2. Credits earned prior to entering the ninth grade will not be included in the computation of grade point average and academic recognition.

3. No transfer course will be awarded honors or AP credit unless so designated on the transcript. Honors and Advanced Placement transfer credit will be accepted only from schools accredited by the Tennessee Department of Education or those accredited by agencies approved by the Tennessee Department of Education.

Sumner County Schools will honor the letter grades reflected on the transcript of the transferring student from the Tennessee Department of Education’s list of approved schools.

4. To be named valedictorian or salutatorian, a student must be enrolled in the high school the last five of the eight terms in school. It is possible, however, for a transfer student with fewer than the last five of the eight terms to share the position of valedictorian or salutatorian.

Graduation with State Honors and State Distinction [R & R 0520-1-3.06]

1. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with “state honors.”
2. Students will be recognized as graduating with “state distinction” by attaining a B average and completing at least one of the following:
 - (i) Earn a nationally and/or state recognized industry certification
 - (ii) Participate in at least one of the Governor’s Schools
 - (iii) Participate in one of the state’s All State musical organizations
 - (iv) Be selected as a National Merit Finalist or Semi-Finalist
 - (v) Attain a score of 31 or higher composite score on the ACT
 - (vi) Attain a score of 3 or higher on at least two advanced placement exams
 - (vii) Successfully complete the International Baccalaureate Diploma Programme
 - (viii) Earn 12 or more semester hours of transcribed postsecondary credit
3. Students that voluntarily complete at least ten (10) hours of community service each semester the student is in attendance at a public high school shall be recognized at their graduation ceremony. Each local board shall develop a policy prescribing how these students will be noted and recognized.
4. Each school is authorized under Sumner County Board of Education approval of this guide to prescribe a manner in which “state honors”, “state distinction” , and/or #3 above will be noted and recognized at graduation.

Each school is authorized under Sumner County Board of Education approval of this guide to prescribe a manner in which state honors and distinction will be noted at graduation.

Course Credit Information

Classification of Students

Students will be classified by both tenure in the school program and by credits earned. The policy on Senior Warning Procedures is applicable to all students who anticipate graduating within the academic year. Year of entry will be the basis for determining graduation requirements. Classification is done at the beginning of each term.

Freshman	A student who has satisfactorily completed the eighth grade.
Sophomore	A student who is in the second year of high school and has satisfactorily completed 6 credits.
Junior	A student who is in the third year of high school and has satisfactorily completed 12 credits.
Senior	A student who is in the fourth year of high school and has satisfactorily completed 18 credits.

Minimum Academic Load

All students in grades nine through twelve will be required to register for four classes for each of eight terms. A senior in his/her fifth year of high school who is at least eighteen (18) years of age or older will be required to take only those courses needed for graduation.

Course Placement

Courses will be placed in the student’s graduation plan on an age and grade appropriate basis. Doubling of course areas may be discouraged based upon course availability and student six-year plans. **EXAMPLE:** Students will normally take one English class per school year in either the fall or spring term of the year. Exceptions may be granted by the principal if special circumstances exist.

Honors Course Designation

Sumner County's list of minimum and maximum credits designates courses that may be awarded honors credit in the academic core curriculum areas of English, Math, Social Studies, Science, and Foreign Language. Dual enrollment and dual credit courses are considered honors level courses and will receive credit as such.

Honors Credit for Capstone Courses

Honors credit may be awarded for Capstone courses. Capstone courses are those final courses that are the third or fourth class in an elective focus area. Third and fourth year courses are to evidence a clear progression of increasingly more rigorous content. This content will substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. These classes will model instruction approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses must include multiple types of assessments.

Additionally, an honors course shall include a minimum of five (5) of the following components:

1. Research-based writing assignments that address and extend the course curriculum (Required of all honors courses).
2. Extended reading assignments that connect with the specified curriculum.
3. Projects that apply course curriculum to relevant or real-world situations. These may include oral presentation, power point presentations, or other modes of sharing findings. Connection of the project to the community is encouraged.
4. Open-ended investigations in which the student selects the questions and designs the research.
5. Writing assignments that demonstrate a variety of modes, purposes, and styles.
 - A. Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
 - B. Examples of purpose include to inform, entertain, and persuade.
 - C. Examples of style include formal, informal, literary, analytical, and technical.
6. Use and integration of appropriate technology into the course of study.
7. Deeper exploration of the culture values, and history of the discipline.
8. Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
9. Job shadowing experiences with presentations that connect class study to the world of work. (TSBA 3.301)

Technical courses (including those that lead to National Industry Certification through a nationally recognized examination) that meet the previous criteria and have been approved through the aforementioned process may be weighted by adding 3 points to all grades used to calculate the semester average.

AP Special Circumstances

At the discretion of each high school, elective courses may be available in conjunction with College Board Advanced Placement. These elective courses will carry honors level or AP credit at the discretion of each high school depending on staff available and the master schedule.

Grade Reporting

A grade report will be made to the parents of each elementary, middle and high school student each nine weeks period of each semester. Written progress reports on standardized forms will be provided to the parents of students at the midpoint of 9-week reporting periods. The forms/cards for reporting to parents will be prescribed by the school system.

In grades 9-12, term grades will be determined by numerical value being converted to a letter grade. An average of the nine-week periods, counting forty percent each and the final examination counting twenty percent will determine the final grade. In courses with a state-mandated end-of-course examination, the weight of the end-of-course examination will be fifteen percent (15%) of the student's final average. If students miss an end-of-course exam, the

test must be made up during the state-designated test window or the student will receive an incomplete or a zero. Final exams will count a percentage to be determined by School Board approval. Each school will determine a final exam exemption policy. Grade reporting for State of Tennessee state-mandated content tests will be in compliance with Sumner County Board of Education policy IHAA. For honors classes, three points shall be added to the final numerical grade. For Advanced Placement classes, five points shall be added to the final numerical grade. The final grade for all courses attempted will be posted on the student’s official transcript.

Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed 22-credit minimum. Students failing to earn a final grade of 70 in a course that has a state-mandated content test and whose disability adversely affects performance on that test will be allowed, through an approved process, to add to their state-mandated content assessment scores by demonstrating the state-identified core knowledge and skills contained within that course through an alternative performance-based assessment. The necessity for an alternative performance-based assessment must be determined through the student’s individualized education plan (IEP). The alternative performance-based assessment will be evaluated using a state-approved rubric.

End of Course Examinations

End of Course examinations will be administered in the following subjects: English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, and Chemistry.

1. The state will report scores for schools and school systems for academic achievement and academic gain.
2. Students will take the examinations in the semester they complete the relevant course work or at the earliest available test administration.
3. Only students who are enrolled in a course with an associated End of Course examination shall take the End of Course examination. Students enrolled in a substituting course without an End of Course examination explicitly tied to the State Board of Education approved content standards of that course shall not take an End of Course examination. This exemption applies to all substituting courses, including, but not limited to Advanced Placement, local and statewide dual enrollment, and local and statewide dual credit courses.
4. Students enrolled in courses with End of Course examinations may not withdraw from such courses for the remainder of the course after being enrolled in the course for at least twenty-five percent (25%) of the instructional days in the course.
5. Students will not be required to pass any one (1) examination, but instead students must achieve a passing score for the course in accordance with the State Board of Education’s Uniform Grading Policy.
6. Results of individual student performance from all administered End-of-Course examinations will be provided in a timely fashion to facilitate the inclusion of these results as part of the student's grade.
7. If a Sumner County school does not receive its students' End of Course examination scores at least five (5) instructional days before the scheduled end of the course, then the LEA may choose not to include its students' End of Course examination scores in the students' final grade. The weight of the EOC examination on the student’s final average shall be twenty (20%) in the 2018-2019 school year and thereafter.

Sumner County School Board of Education Grading Scale

<u>Grade</u>	<u>Percentage Scale</u>
A	93 – 100
B	85 – 92
C	75 – 84
D	70 – 74
F	0 – 69

Awarding Credit

Credit will be awarded by whole units **in most cases**. Student credit will be awarded based on the minimums and maximums established by the Sumner County Board of Education and Tennessee State Board of Education.

Private School Statement

Pupils transferring from schools which are not approved by the State Board of Education shall be allowed credit only when they have passed a course-specific comprehensive written examination or a state-recognized standardized test. These examinations and tests are to be administered and graded by the principal or designee.

Sumner County Schools will honor the letter grades reflected on the transcript of the transferring student from schools in Categories 1, 2, 3, and 1-SP from the Tennessee Department of Education's list of approved schools. For a complete list of these schools, please visit the Tennessee Department of Education's website at www.tennessee.gov/education

Home School Statement

A home school student requesting enrollment in a Sumner County high school will be required to meet all enrollment criteria as set forth by the Sumner County Board of Education, including state-required vaccination records (TCA 49-6-3050). Home school students requesting enrollment in the 9th grade will be placed in classes based on passing a grade-specific comprehensive written examination(s) administered and graded by the student's zoned middle school. Home school students requesting enrollment in the 10th, 11th, or 12th grades will receive credits and be placed in classes based on passing a course-specific comprehensive written examination(s) administered and graded under the supervision of the principal or his/her designee of the high school at which the student is seeking enrollment.

Summer School Statement

Credit for summer school will only be accepted from schools approved by state boards of education. None of the subjects required for graduation shall be taken for the first time during a summer school session in any school system without the permission of the principal of the school where the student is enrolled full-time.

Optional School Programs through Sumner County

These four options may be available to high school students who meet the test, grade point average or other requirements of state-accredited institutions of higher learning which offer such programs. Students meeting these admission requirements shall be considered viable candidates for dual or joint enrollment.

Sumner County encourages the development of a cooperative relationship between its high schools and state-accredited institutions of higher learning. Where possible, high schools will be encouraged to provide space for dual enrollment courses.

All required paperwork must be turned by the deadline; late paperwork will not be accepted.

***Dual Enrollment**

High school juniors or seniors earn both honors high school credit and college credit upon successful completion of college level courses. Dual enrollment classes can meet on the high school campus or on the college/university campus. Principals should use their discretion when granting permission for students to enroll in offsite dual enrollment classes. Students and parents are required to complete the Dual Enrollment Transportation Agreement Form before enrolling in offsite dual enrollment courses.

***The University Experience at Union**

The University Experience at Union, an enhanced dual enrollment program, is for college-bound seniors in high school who want the opportunity to achieve eighteen credit hours before they graduate. To be eligible, rising seniors must have a 3.0 or better high school grade point average, a 20 composite ACT score (or have registered to take the ACT), a reference from a high school teacher and participate in an interview with a Union University official. Tuition for this program is greatly discounted and financial assistance is available. Visit www.uu.edu/hendersonville.

***Dual Credit**

Students may be eligible to receive post-secondary credit for specific high school courses upon successfully completing those courses, passing an assessment developed and/or recognized by the granting post-secondary institution, and enrollment in the post-secondary institution that has an articulation agreement with Sumner County Schools.

Statewide dual credit pilot: In the statewide pilot courses, students may be eligible to receive post-secondary credit to any public post-secondary institution in Tennessee by passing a challenge exam created by Tennessee secondary and postsecondary faculty. Students who meet or exceed the established cut score set for the exam earn credits that can be applied to any public postsecondary institution in Tennessee.

***Joint Enrollment**

High school seniors earn college credit **only** for successful completion of college level courses. Classes meet outside of the regular school day. A student must be enrolled in four classes per term at his/her home base school.

Virtual Classes

Through E.B. Wilson High School, a program of virtual classes is available for students enrolled in all Sumner County High Schools. Virtual classes can be taken both during and outside of typical school hours. All students taking virtual classes are monitored by certified personnel, and all assessments for these classes must be taken under the direct supervision of the teacher of record per district guidelines. Students are responsible for making appointments with the teacher in order to complete assessments.

1. All virtual classes taken outside of the typical school day must be recommended by a guidance counselor and approved by the high school principal prior to beginning the virtual class.
2. Before beginning a virtual class, the student and parent must read and sign the E.B. Wilson Virtual High School Virtual School Registration for Part-Time Students. (EXHIBIT H)
3. Schools will code virtual classes as ‘VS’ on transcripts. The transcript will reflect the grade earned, and it will count in the student’s GPA.
4. Students can take a maximum of two (2) virtual classes per semester while enrolled at their home school. If more than two virtual courses are desired, the student may pursue enrollment at E.B. Wilson Virtual High School as a full-time virtual school student.
5. Any virtual class taken in addition to a student’s normal course load (4 classes per semester) will not be counted in the number of honors and AP credits.
6. If a student fails a virtual class, a grade of ‘F’ will be recorded on the transcript.
7. Students enrolling in virtual classes are expected to adhere to the same regulations for academic integrity as other students.
8. In order to meet requirements set forth by the *NCAA Clearinghouse*, the entire virtual class and all assessments pertaining to the course must be completed.

Credit Recovery (\$50 fee required per course, not to exceed \$100 per school year)

Credit Recovery is a course specific, skill-based extended learning opportunity for students who have previously been unsuccessful in the regular classroom in mastering content or skills required to receive course credit. The Credit Recovery Lab will be open before and/or after normal school hours and at other designated times. The student must complete all work while in the supervised computer lab. To be eligible for the Credit Recovery program, a student must have earned a grade of 50-69 in the original course. In order to recover the credit, a student must demonstrate a minimum mastery in the Credit Recovery course curriculum, which is aligned with Tennessee Curriculum Standards, approved by the State Board of Education and must attain a passing grade when averaged with the grade in the original course. Upon successful completion of the course, the student’s original grade will be averaged with the student’s credit recovery score. The student will be given a P/F grade based on this average and receive a standard level credit for the course if the course is passed. The Credit Recovery grade will be recorded on the student’s transcript as a separate grade but will not be calculated into the student’s GPA. It does not replace the “F” in the original course. **The NCAA Clearinghouse will not accept a Credit Recovery course for credit to satisfy college athletic eligibility requirements.**

TSSAA Athletic Eligibility Requirements

All student athletes must meet TSSAA eligibility requirements.

Activities During Instructional Time

In order to preserve the integrity of the instructional block, activities that interrupt the instructional setting must be kept to a minimum. Field trips and contests are an important part of school life but do impact the instructional block. Therefore, each school will carefully evaluate each request for a trip to determine the educational value of the activity. School-wide activities such as pep rallies and assemblies are also important; however, it is advisable such activities not exceed 360 minutes per term and that an individual class not be impacted more than 90 minutes per term.

Course Information

The following pages contain brief descriptions of the courses offered at Beech High School. You will need to read these before making decisions. Pay particular attention to the grade level and prerequisites for each course.

It is the responsibility of each student and his/her parent(s) to be certain the student is scheduled for the appropriate courses necessary to meet graduation requirements. This booklet is given for the purpose of providing the information needed to make proper choices. The availability of classes are dependent upon scheduling, class requests, and teacher availability. The counselor will work with the student in planning the schedule to meet these requirements, but the **final responsibility of taking all the required courses rests with the student.** *This is the only copy of this bulletin you will receive. Please do not lose it or throw it away.*

- Advanced Placement:** Courses designed to prepare a student to earn college credit through successful completion of the Advanced Placement Exam for the course.
- Honors:** Courses offered at a college preparatory level for the student who has demonstrated a desire to work beyond the standard pace and skill level.
- Standard:** Courses offered at a regular pace and standard skill level.

Schedule Changes

The Board of Education procedure for schedule changes is as follows:

- (1) Students register in the spring for the next academic year's courses.
- (2) Prior to the beginning of the term, students will have an opportunity to make a schedule adjustment request. **Student initiated schedule changes may be requested during the first two days of the term and are subject to approval by the school administration.** Other schedule changes may be made during the term if extenuating circumstances exist and the school administration approves the changes.

Non-Discrimination Policy

It is the policy of the Sumner County School System not to discriminate on the basis of sex, race, national origin, or handicap in its education program or activities. Inquiries should be directed to the Sumner County Board of Education at (615) 451-5200.

Course Descriptions

At Beech High School, students still enjoy the traditional high school experience through elective classes and extracurricular activities. We complement our core curriculum as much as possible with supplemental activities that give students real world experience to enhance their learning.

Language Arts

Summer Reading assignments are listed with each course. The assignments are the same for both honors and standard courses except for 12th grade AP English. Students should be prepared to test over the preliminary reading list the first week of the designated term.

English I

This course is an introduction to the various types of literature. There will be great emphasis placed on grammar, vocabulary, and the writing process. Students will be expected to read novels outside of class in addition to the classroom assignments. **Summer Reading:** *Legend* by Marie Lu **Honors Prerequisite: English teacher recommendation**

Standard	Credit: 1	103001	Grade: 9th
Honors	Credit: 1	203001	Grade: 9th

English II

This course focuses on a wide variety of world literature and provides grammar drill and instruction as needed. Outside reading will be required for each grading period. Written expression will focus on personal narratives, literary analysis, and persuasive research. **Summer Reading:** *Anthem* by Ayn Rand **Honors Prerequisite: Honors English I and English teacher recommendation**

Standard	Credit: 1	103002	Grade: 10th
Honors	Credit: 1	203002	Grade: 10th

English III

This course is the study of the development of American literature. Several novels, vocabulary work, a research project, and preparing for the Tennessee Writing Assessment. **Summer Reading:** *In Cold Blood* by Truman Capote **Honors Prerequisite: Honors English II and English teacher recommendation**

Standard	Credit: 1	103003	Grade: 11th
Honors	Credit: 1	203003	Grade: 11th

English IV

This course emphasizes reading, writing, grammar, and vocabulary development. It is concentrated around the study of British literature. Compositions, which stress creativity and critical thinking skills, will include essays and a research paper. **Summer Reading:** *A Tale of Two Cities* by Charles Dickens **Honors Prerequisite: Honors English III and English teacher recommendation**

Standard	Credit: 1	103005	Grade: 12th
Honors	Credit: 1	203005	Grade: 12th

English IV – Dual Enrollment

This course is offered each semester. Writing expository compositions based primarily on analysis of essays and literary works; emphasis on rhetorical modes, documentation skills, and revision. English Composition II consists of writing argumentative compositions based on issues raised in essays and literary works, emphasis on research skills, support and revision. **Prerequisite: ACT sub score of 18 in English and 19 in Reading and a B average in English. This class will replace English IV Honors. Student must pass ENG 1010 and 1020 to satisfy graduation requirements.**

Dual Enrollment	Credit: 1	403005	Grade: 12th
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AP English Language and Composition

This course is an accelerated college-level course designed for ambitious and motivated students who want to develop skills in reading prose from a variety of periods, disciplines and rhetorical contexts and in writing for a variety of reasons and audiences. The course requires extensive reading of prose from multiple genres. This course is designed to prepare students to take the Advanced Placement exam in English. **Summer Reading:** *In Cold Blood* by Truman Capote

Adv. Placement **Credit: 1** **303013** **Grade: 11th – 12th**

AP English Literature and Composition

This course is designed to help students become skilled readers of poetry, novels and drama. The readings are extensive and appropriate to college freshman. The course also includes a writing component that involves literary analysis. Students should be motivated and able to work independently. This course is designed to prepare students to take the Advanced Placement Exam in English. **Summer Reading:** *Crime and Punishment* by Fyodor Dostoyevsky

Adv. Placement **Credit: 1** **303014 Fall** **Grade: 11th – 12th**

Adv. Placement **Credit: 1** **313014 Spring** **Grade: 11th – 12th**

Introduction to Writing

This course is designed for the student who needs to improve language and writing skills. Grammar, vocabulary, and writing will be stressed. This course does **not** count toward English graduation requirements; it is an elective credit.

Standard **Credit: 1** **103012** **Grade: 9th – 10th**

College-Prep Writing

This course is designed to prepare students for college-styled informational/explanatory writing. Discussion boards, research papers, and technical writing will be utilized in preparation for college writing. This course does **NOT** count toward English graduation requirements; it is an elective credit.

Standard **Credit: 1** **102900** **Grade: 11th – 12th**

ACT Prep

This elective course is designed to help students learn, practice, and internalize strategies essential for life-long learning skills. Students will learn important strategies including skimming, previewing, summarizing, interpreting, synthesizing, evaluating, and applying information through ongoing work with ACT tests and other support materials. Test-taking strategies and techniques helpful when taking the ACT are also emphasized. Students will take practice ACT assessments, at times under simulated ACT testing conditions. Students may be required to purchase a workbook.

Standard **Credit: 0.5** **106193** **Grade: 11th – 12th**

Mathematics

Algebra I

Emphasis will be placed on working with integers and solving equations. More practice will be provided working with analytic geometry and graphing. A thorough coverage of the properties of exponents is provided. Additional topics covered include polynomials and factoring, inequalities, quadratic functions, and irrational numbers. These courses are presented at an accelerated pace in one semester. **Prerequisite: Math teacher recommendation**

Standard	Credit: 1	103102	Grade: 9th
Honors	Credit: 1	203102	Grade: 9th

Algebra A and Algebra B

Emphasis will be placed on working with integers and solving equations. More practice will be provided working with analytic geometry and graphing. A thorough coverage of the properties of exponents is provided. Additional topics covered include polynomials and factoring, inequalities, quadratic functions, and irrational numbers. Alg. A and Alg. B is awarded 2 credits for this full year program which must be completed as a pair for Tennessee course content in Algebra I to be finished.

Standard	Credit: 1	131023 Fall	Grade: 9th
Standard	Credit: 1	131024 Spring	Grade: 9th

Geometry

This course is a further study of basic fundamental geometric relationships covered in Algebra. Postulates, definitions, and theorems will be used to set up algebraic equations and to justify geometric proofs. A good working knowledge of Algebra I skills is needed to solve equations in this course. Also covered are geometric constructions. This course requires extensive study outside of class to achieve competency. Successful completion of Algebra is required. **Honors Prerequisite: Minimum C in Honors Algebra I and Math teacher recommendation.**

Standard	Credit: 1	103108	Grade: 10th
Honors	Credit: 1	203108	Grade: 10th

Algebra II

This course provides more practice in all basic algebra skills and then develops new topics including the complex number system, advanced exponent theory, logarithms, matrix algebra, and advanced graphing. The concept of "function" is covered again in more detail, including the relations between algebra and geometry through graphing procedures. **Honors prerequisite: Minimum C in Honors Geometry and Math teacher recommendation.**

Standard	Credit: 1	103103	Grade: 11th
Honors	Credit: 1	203103	Grade: 11th

Applied Mathematical Concepts

This course is designed for practical application of mathematics in real-world scenarios. Examples include financial mathematics, probability, and linear mathematics. Students will analyze data, use financial mathematics to solve problems, and apply probability to real-world problems. **Prerequisite: Algebra II OR Signed Waiver from SAILS Math.**

Standard	Credit: 1	103183	Grade: 12th
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Pre-Calculus

This course is an advanced algebra course with an introduction to analysis. Algebraic polynomials of two variables will be studied in some detail. The study of trigonometric functions and their application is also an integral part. This course is recommended for those students who will be taking Calculus or any other upper level college course while in high school or in college. Graphing calculator highly recommended. **Prerequisite: Minimum C in Honors Algebra II, minimum 19 on ACT math sub-score, and a Math teacher recommendation.**

Honors	Credit: 1	203126	Grade: 11th – 12th
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AP Calculus

This course is an advanced algebra course with an introduction to calculus and analytic geometry. Special emphasis will be given to logical methods of proof; thus, analysis is more abstract than its prerequisites. The elements of calculus that are to be emphasized include elementary functions (algebraic, trigonometric, exponential, and logarithmic) and differential calculus. Graphing calculator needed. **AP test required. Prerequisite: Minimum C in Pre-Calculus, a Math teacher recommendation, minimum 19 on ACT math sub-score.**

Adv. Placement	Credit: 1	303127 Fall	Grade: 12th
Adv. Placement	Credit: 1	313127 Spring	Grade: 12th

SAILS Math

SAILS (Seamless Alignment and Integrated Learning Support) introduces the college developmental math curriculum in the high school senior year. By embedding the Tennessee Board of Regents (TBR) Learning Support Math program in this high school course, students can get a head start on their college career. Students who successfully complete the program are ready to take a college math course, saving them time and money while accelerating their path to graduation. **Prerequisite: Algebra II, 18 or below ACT math sub-score.**

Standard	Credit: 1	403181	Grade: 12th
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Bridge Math

This course is designed in alignment with the Developmental Studies Program for Mathematics (DSPM) outcomes, to prepare a student for college level mathematics courses. These new skills are introduced in conjunction with appropriate mathematical concepts and are related to previous learning. Applications of these skills will play a principle role in the learning and assessment process. **NCAA Clearinghouse does NOT recognize this course. Prerequisite: Algebra II OR Signed Waiver from SAILS Math.**

Standard	Credit: 1	103181	Grade: 12th
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Statistics

The purpose of this course 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, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. **Prerequisite: Algebra II, minimum 19 on ACT math sub-score.**

Standard	Credit: 1	103136	Grade: 12th
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AP Statistics

The purpose of this course 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, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Students who successfully complete the course and examination may receive credit for a one-semester introductory college statistics course. **AP test required. Prerequisite: Honors Algebra II, minimum 19 on ACT math sub-score, a Math teacher recommendation.**

Adv. Placement	Credit: 1	303129	Grade: 12th
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College Algebra

Math 1130 - Designed for non-science majors, this course includes a study of sets, linear and quadratic equations, inequalities, exponents and radicals, functions and graphs, variation, complex numbers, and exponential and logarithmic functions. **Prerequisite: minimum 19 on ACT math sub-score, a B average in Math, and VSCC paperwork.**

Dual Enrollment	Credit: 1	404012	Grade: 12th
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College Statistics

Math 1530 - An introduction to elementary methods and techniques. Topics include sampling, frequency distributions, elementary probability, binomial distributions, normal distributions, and uniform distributions, tests of hypotheses and significance of data and simple correlation. **Prerequisite: ACT sub-score of 19 in Math OR successful completion of SAILS math, a B average in Math, and VSCC Paperwork.**

Dual Enrollment Credit: 1 404013 Grade: 12th

Science

Students shall be required to achieve, by the time they graduate, at least Biology I and either Chemistry or Physics plus an additional laboratory science. **All AP Science courses require students to take BOTH fall and spring sessions and have an additional required AP course testing fee.**

Physical Science

Students will investigate four major core ideas: matter and its interactions; motion and stability – forces and interactions; energy; and waves and their applications in technologies for information transfer. Technology and engineering practices are embedded in the content standards. Inquiry is continually incorporated within the course content. **Honors Prerequisite: Science teacher recommendation.**

Standard Credit: 1 103202 Grade: 9th
Honors Credit: 1 203202 Grade: 9th

Earth and Space Science

Earth and Space Science investigates the role of Earth's place in the universe, the interplay of Earth's systems, and the interrelationships between Earth's systems and human activity. Exploration of how Earth changed over time and the dynamics that continue to affect it, including independent and interaction between the hydrosphere, biosphere, atmosphere, and geosphere.

Standard Credit: 1 103204 Grade: 10th-12th

Biology

Biology provides students with many experiences for science practices and content knowledge needed in the ever-changing world. This course's intent is to establish core ideas and practices of science and engineering that will prepare students to use scientific thinking to examine and evaluate knowledge encountered throughout their lives. Primary core ideas for Biology include from molecules to organisms (structures and processes in cells & organisms); interactions, energy, & dynamics in ecosystems; heredity; biological change; and links between engineering, technology, science, & society. **Students in Honors level Biology must expect a greater emphasis on analytical thinking skills and more independent work.**

Honors Prerequisite: Minimum B in Physical science and Science teacher recommendation.

Standard Credit: 1 103210 Grade: 10th
Honors Credit: 1 203210 Grade: 9th – 10th

Environmental Science

Students in Environmental Science focus upon the following academic standards: interactions, energy, and dynamics within ecosystems; biological change – unity and diversity; Earth's systems; Earth and human activity; links among engineering, technology, science, and society; and science applications. **To enroll in Environmental Science, students should have successfully completed Biology.**

Standard Credit: 1 103260 Grade: 10th – 12th

Chemistry

Students will explore the composition and interactions of matter. Students will investigate seven core concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change) through laboratory experiences, manipulation of chemical quantities, and problem-solving practices. Scientific and engineering practices are embedded as means through which to learn about specific topics addressed in this course. Students in Honors level Chemistry must expect a greater emphasis on analytical thinking skills and more independent work.

Prerequisite: Algebra I and Physical Science. Honors Prerequisite: Minimum B in Honors Algebra I, Honors Physical Science OR Honors Biology and Science teacher recommendation.

Standard	Credit: 1	103221	Grade: 10th – 12th
Honors	Credit: 1	203221	Grade: 10th – 12th

Chemistry II

Chemistry II, a math and lab-based course, builds upon topics introduced in Chemistry I with increased rigor. These concepts include matter and its interactions; motion & stability - forces and interactions; energy; and waves and their applications in technologies for information transfer. Students should have strong mathematical skills.

Prerequisite: Minimum B in Chemistry I, Algebra II, AND science teacher recommendation

Standard	Credit: 1	103224	Grade: 10th – 12th
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Honors Physics

Physics addresses the following core content: matter and its interactions; motion and stability – forces and interactions; waves and their applications in technologies for information transfer. This course studies "how things work" from theoretical, practical, and mathematical viewpoints. Emphasis will be placed upon mechanics, thermodynamics, waves and sound, light and optics, electricity and magnetism, and atomic and nuclear science.

Prerequisite: Algebra II Honors or Pre-Calculus and Science teacher recommendation.

Honors	Credit: 1	203231	Grade: 11th – 12th
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Applied Physics

Applied physics addresses all the topics of core content of matter and its interactions. This course focuses on practical applications of physics for students. This course meets the requirements for a fourth science and does not require an End-Of-Course Exam.

Prerequisite: Biology and Algebra I.

Standard	Credit: 1	103231	Grade: 11th – 12th
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AP Biology

An introductory college-level biology course, Advanced Placement Biology differs greatly from the Biology course with respect to the textbook used, the range and depth of topics, the kind of laboratory work done, and the time and effort required of students. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. Students enrolled in this course **MUST** be highly motivated. Exams will be designed to prepare students for the AP Biology Exam in May. **Students must take BOTH Semesters as credits will be given upon completion of both semesters. AP test is required.**

Prerequisite: Honors Biology, Honors Chemistry, and Science teacher recommendation.

REQUIRED SUMMER READING & ASSIGNMENTS

- 1) **Required Reading: *The Immortal Life of Henrietta Lacks*** (written by Rebecca Skloot)
- 2) **Additional Assignment: Chi Square & Data Analysis packet** (Pick up from Ms. Stephens in May 2018.)

Adv. Placement	Credit: 1	303217 Fall	Grade: 11th – 12th
Adv. Placement	Credit: 1	313217 Spring	Grade: 11th – 12th

AP Chemistry

The Advanced Placement Chemistry course, based upon the prescribed syllabus of the Advanced Placement Program, provides a college-level foundation to support future advanced coursework in chemistry. AP Chemistry differs greatly from Chemistry I with respect to the textbook used, the range and depth of topics, the laboratory experiences, and the time and effort required of students. Students enrolled in this course must be highly motivated. Exams are designed to prepare students for the AP Chemistry Exam in May. As recommended in the College Board AP Chemistry course guidelines, students will 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.

Students must take BOTH Semesters as credits will be given upon completion of both semesters. AP test is required.

Adv. Placement	Credit: 1	303225 Fall	Grade: 11th – 12th
Adv. Placement	Credit: 1	313225 Spring	Grade: 11th – 12th

Social Studies

Contemporary Issues

This course is designed to address current events relative to today's issues. This course is a social studies elective and will require individual research, group and individual presentations and essay writings. Issues may include U.S. economic, social and political events as well as the exploration of relevant teen issues.

Standard	Credit: 1	103435	Grade: 9th – 10th
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AP Human Geography

This course is available in the spring only, following Honors English I in the fall.

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Upon successful completion of the course, students will be able to: Interpret maps and analyze geospatial data; Understand and explain the implications of associations and networks among phenomena in places; Recognize and interpret the relationships among patterns and processes at different scales of analysis; Define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places. **AP test is required. Prerequisite: Honors English I**

Adv. Placement	Credit: 1	303450	Grade: 9th
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World History and Geography

This is a survey of the history of humankind with a more concentrated focus on Enlightenment to present day. It examines the various forces and events that impact the development of civilizations and nations. It covers significant people and events, but it also focuses on the development of broad themes and concepts in world history. Students will complete projects, write essays and do research.

Standard	Credit: 1	103415	Grade: 9th – 12th
Honors	Credit: 1	203415	Grade: 9th – 12th

U.S. History and Geography

This course will consist of an in-depth study of our nation's history from 1877 to the present. It will also include a review of key issues and events prior to the Civil War. A course goal is the improvement of student reading comprehension and note-taking ability.

Standard	Credit: 1	103416	Grade: 11th – 12th
Honors	Credit: 1	203416	Grade: 11th – 12th

AP U.S. History

This course covers the Advanced Placement curriculum and prepares students to take the required Advanced Placement exam given in May. In the first semester, students study United States history from exploration to Reconstruction. In the spring semester, the course covers Reconstruction to the present and is designed for students who are ambitious and motivated. Students should be able and willing to handle college-level reading and writing assignments. This course requires a full year commitment with 2 credits provided at the end of the spring semester.

AP test required.

Adv. Placement	Credit: 1	303440 Fall	Grade: 11th
Adv. Placement	Credit: 1	313440 Spring	Grade: 11th

U.S. Government & Civics

In government, students will study the origins of American government, the U.S. Constitution, the functions of each branch of government, political parties, interest groups, civil rights, civil liberties, and state and local governments.

(This is a 9 week course).

Standard	Credit: 0.5	103417	Grade: 12th
Honors	Credit: 0.5	203417	Grade: 12th

Economics

Economics will explore the relationship of resources, decision-making, competition, market incentives, prices, investments, taxes, market failures, market structures, externalities, supply and demand to the roles of business, government and individuals in the American Free Enterprise System. Students will also become aware of the concept of economic interdependence as it exists between domestic enterprises and its impact on globalization.

(This is a 9 week course).

Standard	Credit: 0.5	103431	Grade: 12th
Honors	Credit: 0.5	203431	Grade: 12th

AP Government

AP Government will require outside reading, research and analysis from *The Federalist Papers*, all requiring higher order critical thinking skills. The AP College Board focuses on six major topics including: Constitutional Underpinning, Political Beliefs, Political Parties, Government Institutions, Public Policies, and Civil Rights/Liberties. Students will also engage in Socratic seminars, role play, free response questions and the applications of current events to government policy. **AP test required.**

Adv. Placement	Credit: 1	303445	Grade: 12th
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Psychology

The purpose of this course is to introduce the student to the discipline of psychology. The students will learn the fundamental principles in the following areas: human behavior, personality disorders, gender differences, sensory and perceptive information and learning styles for psychology. This course will focus mainly on how people interact as individuals within society.

Standard	Credit: 1	103433	Grade: 11th – 12th
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General Psychology

PSY 1030 - The first in a sequence of two general psychology courses designed to provide an overview of the field of psychology and human behavior. The topics of philosophy, history, biology, learning, personality, abnormal treatment and applied psychology are covered. DUAL CREDIT in Psychology Honors. **Prerequisite: ACT composite score of 19, VSCC paperwork.**

Dual Enrollment	Credit: 1	404029	Grade: 11th – 12th
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Sociology

The study of sociology will provide students the opportunity to explore human social behavior. Students will utilize skills of communication, identification, description, application, analysis, comparison and contrast, and evaluation. Research will be required. This course will focus mainly on how people and society interact in groups.

Standard **Credit: 1** **103432** **Grade: 11th – 12th**

General Sociology

SOCI 1010 - Sociology is designed to provide students with a broad based study of society. Students gain knowledge that will assist them in developing critical thinking skills, and understanding how social life is interconnected with systems in society. It also helps to develop an understanding of social and organizational structures, and teaches students to communicate effectively with diverse groups and populations. **Prerequisite: B average and ACT sub-score of 18 in English & 19 in Reading, VSCC paperwork.**

Dual Enrollment **Credit: 1** **404027** **Grade: 11th – 12th**

AP European History

This college-level class involves two semesters. In the fall, students study the Renaissance through the Napoleonic Age. In the spring, the content covers Napoleon to the present. Students should be motivated and capable of handling college level work. **AP test required.**

Adv. Placement **Credit: 1** **303441 Fall** **Grade: 10th – 12th**

Adv. Placement **Credit: 1** **313441 Spring** **Grade: 10th – 12th**

Senior Project (Off Site)

Senior Project is a course for credit with a pass/fail grade not to be computed into the GPA. Senior Project experiences are academic/instructional activities that may take place during 1st or 4th block away from the school premises for an average of 7.5 hours per week. The purpose of Senior Project is to showcase the knowledge, skill, and creativity developed as a result of 12 years of education. This is an opportunity for the student to do a service/learning project or gain experiences from a variety of occupations in our community. The student who is interested in Senior Project must submit a proposal prior to the desired semester for approval by administration.

Additional detailed information will be provided to seniors during the registration process.

Standard **Credit: 1** **719392 Fall** **Grade: 12th**

Standard **Credit: 1** **729392 Spring** **Grade: 12th**

Foreign Language

French I

This is an introductory course with emphasis on building vocabulary, learning grammar, and learning basic expressions and greetings (example: weather, number, etc.) Good English grammar skills and independent study habits are essential. Writing, listening, reading and speaking skills are developed. **Honors Prerequisite: A teacher recommendation from English I.**

Standard **Credit: 1** **103041** **Grade: 10th**

Honors **Credit: 1** **203041** **Grade: 10th**

French II

In the second term, the grammar and vocabulary become more complex. Reading and dialogues incorporate culture and history. **Honors French I is required for Honors French II.**

Standard **Credit: 1** **103042** **Grade: 10th**

Honors **Credit: 1** **203042** **Grade: 10th**

French III

Students will expand speaking, writing and listening skills. Grammatical constructions become increasingly complex. Several additional verb tenses will be mastered and incorporated into reading and writing selections.

Honors French II is required for Honors French III.

Honors Credit: 1 203043 Grade: 11th

French IV

French IV is a continuation of grammar, conversation, and reading comprehension from French III. Part of the curriculum includes complex verb conjugation, conversing with native speakers, understanding native speakers, and reading selections from French literature. Part of the class will be dedicated to reading *Le Petit Prince*. **Honors**

French III is required for Honors French IV.

Honors Credit: 1 203044 Grade: 11th – 12th

German I

This course presents a general overview of German and includes grammar, pronunciation, vocabulary and culture. It is recommended for those students who want to take one or two years of a foreign language but do not feel that they can meet the demands of an honors course. **Prerequisite: A teacher recommendation from English I.**

Honors Credit: 1 203051 Grade: 10th

German II

This course is a continuation of German I Honors. Grammar will be expanded to include verb tenses other than present. **Prerequisite: Honors German I.**

Honors Credit: 1 203052 Grade: 10th

Latin I

Latin I teaches not only Latin grammar, but also builds your English grammar and vocabulary through the study of Latin roots, prefixes, and suffixes. Students learn about Greek mythology, culture, and history. It is highly recommended for students considering careers in any medical or legal field and for those who are good in English and who want to strengthen their English backgrounds. **Prerequisite: A teacher recommendation from English I.**

Honors Credit: 1 203031 Grade: 10th

Latin II

During Latin II, students continue to build their grammar in both Latin and English. There will be more translation as we learn more about mythology, culture, and history with some help from Latin texts. **Prerequisite: Honors**

Latin I

Honors Credit: 1 203032 Grade: 10th

Latin III

Latin III students will review Latin I and II grammar. Students will continue to build their grammar. The primary emphasis will be on mythology and history of ancient Greece and Rome. **Prerequisite: Honors Latin II**

Honors Credit: 1 203033 Grade: 11th

Latin IV

Latin IV students will do a comprehensive review of Latin grammar and culture. A study of Latin literature will be emphasized, especially Ovid and the medieval Dante. Most Latin masterpieces will be read and discussed in English (for example, *Medea*, *Prometheus*, *Dante's Inferno*). **Prerequisite: Honors Latin III**

Honors Credit: 1 203034 Grade: 11th

Spanish I

Spanish I rapidly builds an extensive and in-depth knowledge of Spanish grammar and vocabulary. In addition, reading comprehension, writing skills and listening ability are developed. **Honors Prerequisite: A teacher recommendation from English I.**

Standard	Credit: 1	103021	Grade: 10th
Honors	Credit: 1	203021	Grade: 10th

Spanish II

Spanish I skills are expanded and perfected. The complexity and amount of material covered increases. **Honors Spanish I is required to take Honors Spanish II.**

Standard	Credit: 1	103022	Grade: 10th
Honors	Credit: 1	203022	Grade: 10th

Spanish III

Students are expected to integrate the material covered in levels I and II into their speaking and writing skills. Reading passages and grammatical structures become increasingly complex. **Prerequisite: Minimum C in Spanish II Standard or Honors.**

Honors	Credit: 1	203023	Grade: 11th
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Spanish IV

Level IV students frequently work independently. By the end of this course, they will have mastered many verb tenses and grammatical skills, which will be reflected in their reading, writing and speaking abilities. **Honors Spanish III is required to take Honors Spanish IV.**

Honors	Credit: 1	203024	Grade: 11th
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AP Spanish

This course follows the guidelines of the College Board AP Spanish Language and Culture course. This course is the final course after Spanish IV. This course focuses on the practice and use of the three modes of communication: interpretive, interpersonal, and presentational. Communicative involvement in class completely in Spanish is a requirement for this course. Grammar and mechanics are not the main purpose of this course; however, review of grammar and mechanics is done within the context of the topics covered. **This course is conducted completely in Spanish and the AP test is required. Prerequisite: Honors Spanish III, Honors Spanish IV (recommended).**

Adv. Placement	Credit: 1	303025	Grade: 11th – 12th
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Fine Arts

All Fine Art courses have an additional fee of \$20

Visual Art I

Activities are planned so that the student gains basic exposure to fine art forms of drawing, painting, design, sculpture, mixed media and art appreciation.

Standard	Credit: 1	103501	Grade: 9th – 12th
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Visual Art II

The basic skills in Art I will be applied with the fundamental elements and principles to more advanced problems in two dimensional and three-dimensional designs. The student begins to develop a portfolio. **Prerequisite: B average in Art I, and Art teacher recommendation**

Standard	Credit: 1	103502	Grade: 10th – 12th
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Visual Art III

This class provides in-depth instruction in the following areas: drawing, painting, ceramics, sculpture, textiles and printmaking. The student will develop a balanced portfolio for possible post-secondary school acceptance or scholarship consideration. **Prerequisite: B average in Art II**

Standard **Credit: 1** **103503** **Grade: 10th – 12th**

Visual Art IV

The skills from Art III will apply toward contrasting and comparing physical properties of art as well as acknowledging symbolic associations. A balanced portfolio for exhibition, presentation and possible scholarship consideration continues. **Prerequisite: B average in Art III**

Standard **Credit: 1** **103504** **Grade: 10th – 12th**

Chorus I

General Chorus is a beginning vocal ensemble. This course is a great place to start singing if you want to try it but not audition. **Performances and rehearsals are mandatory.**

Standard **Credit: 1** **103531** **Grade: 9th – 12th**

General Music

General Music is an overview of music that includes musical elements, theory, history, music in culture, performance, and the role of music in today's society. This course will include active participation as well as academic study. **No afterschool concerts required.**

Standard **Credit: 1** **103505** **Grade: 9th – 12th**

History of Rock and Roll

An appreciation and social history course on the popular musical culture in America. While the course will begin with the beginnings of rock & roll and continue with a historical overview of rock and pop music, the class will also focus on social issues surrounding the production, consumption, and distribution of popular music in America.

Prerequisite: Chorus I, General Music Band, or Wind Ensemble

Standard **Credit: 1** **123517** **Grade: 10th – 12th**

Concert Choir (By Audition)

Concert Choir is an audition based vocal ensemble. This choir will perform a fall and spring concert as well as participate in the musical. A rental fee will be assessed for formal concert attire to be used in lieu of the activity fee. All Show Choir students should be enrolled in fall Concert Choir unless given an exemption by music director.

Performances and rehearsals are mandatory.

Standard **Credit: 1** **203531 Fall** **Grade: 9th – 12th**

Show Choir (By Audition)

Show Choir is an all year advanced vocal and dance ensemble. All Show Choir students should be enrolled in fall Concert Choir unless given an exemption by music director. **Performances, rehearsals, summer camp and travel are mandatory. Prerequisite: Chorus I, singing and dance audition PRIOR to beginning of school year. (New students will be granted audition by appointment.)**

Standard **Credit: 1** **403531 Spring** **Grade: 9th – 12th**

Music Theory

Music Theory is an in-depth study of the structure of music as it relates to musical notation, melody, harmony, rhythm, meter, and texture. Students must be prepared to study all major/minor scales and modes including all key signatures. In addition, students will apply themselves to analysis of musical scores identifying harmonic intervals, chord structure, chord inversions and chord progressions. Basic chord progressions and voice leading will be played by students on the piano and students will learn sight-singing, dictation and other ear training skills. Students will apply their knowledge by writing a musical score for a small ensemble of instruments or voices. **Prerequisite: 2 semesters of band and/or choir experience.**

Standard **Credit: 1** **103514** **Grade: 10th – 12th**

AP Music Theory

The Advanced Placement (AP) Music Theory course enables highly motivated students to engage in college level work in the areas of reading and analyzing notated music and aural training. Particular emphasis will be placed upon developing listening skills, sight singing ability, and knowledge of rhythm, melody, harmony, and other compositional devices. The successful student will be endowed with the skills necessary to function intelligently in any musical situation. The work of the course will emphasize preparation for the advanced placement music theory examination.

Adv. Placement **Credit: 1** **303535** **Grade: 11th – 12th**

Music History – Film Music

Creating music that serves a dramatic purpose in film and television is the primary focus of this course of study. Students learn to compose, arrange and orchestrate music to create a sense of time, place, drama and action. In addition, students learn the techniques for synchronizing music to film. The history of film is presented in broad terms, touching on the advent of music for film, the major film composers and the major stylistic threads of music composed for film. The business of music in the film and television industry is presented, including the people and organizations involved with the composer.

Standard **Credit: 1** **103517** **Grade: 10th – 12th**

Wind Ensemble (Concert Band)

This is a concert ensemble. Emphasis will be on music and performance. Students should have had band at the middle school level and will receive advanced performance training as well as a study of basic music harmony. This course is offered in both the Fall and Spring semesters. **Maximum 4 Credits.**

Standard **Credit: 1** **103530 Fall** **Grade: 9th – 12th**

Standard **Credit: 1** **113530 Spring** **Grade: 9th – 12th**

Jazz Improvisation

In this course, students learn the basic concepts of improvisation including the mental, melodic, and harmonic processes that contribute to the instinctive skills that an improviser puts to use when taking a solo. This course is offered in both the Fall and Spring semesters. **Maximum 4 Credits.**

Standard **Credit: 1** **103530** **Grade: 9th – 12th**

Theatre Arts I

Theatre Arts I is an introduction to theatre, performance and play production. It is an academic and performance class with a textbook in addition to work before an audience. **Outside rehearsals and performances are mandatory.**

Standard **Credit: 1** **103520** **Grade: 9th – 12th**

Theatre Arts II – The Play

Theatre Arts II is an advanced play production and performance class that also produces a full-length play. **Outside rehearsals and performances are mandatory. Prerequisite: Minimum B in Theatre Arts I and monologue audition.**

Standard **Credit: 1** **113521 Fall** **Grade: 10th – 12th**

Theatre Arts II – The Musical

Theatre Arts II is an advanced play production and performance class that also produces a full-length musical. **Outside rehearsals and performances are mandatory. Prerequisite: Minimum B in Theatre Arts I and singing/monologue audition.**

Standard Credit: 1 103521 Spring Grade: 10th – 12th

Introduction to Film

ENGL 1030 A general education course designed to meet the fine arts requirement. This course provides an introduction to an overview of film as an art form, emphasis on understanding the nature of film and its place in culture, with overviews of the history and theory of film and the production process. **DUAL CREDIT** in Theatre Arts Honors. **Prerequisite: ACT sub score of 19 in English and Reading, VSCC paperwork.**

Dual Enrollment Credit: 1 404079 Grade: 10th – 12th

Physical Education

Wellness

This course is a graduation requirement for those students entering the ninth grade. The course is designed to help students make choices about their health; the course will focus on the principles of lifetime wellness, not solely on activity and sports. Topics to be covered include disease prevention, mental health, nutrition, personal fitness and related skills, safety and first aid, and sexuality and family life. This course is a classroom and gym combination.

Standard Credit: 1 103303 Grade: 9th

Physical Education

A minimum of a half credit of PE is required of all students earning a regular diploma. Activities will include calisthenics, running, individual and team sports. These activities will provide carry-over and intrinsic value for leisure time participation.

Standard Credit: 0.5 103301 Grade: 10th – 12th

PE Aerobics & Fitness

This class consists of strength exercises; aerobic activity and weight training which will be utilized to build stamina through various activities. Safety and techniques are of the utmost importance. Each individual will be instructed to perform each drill properly. Each student will be tested a minimum of five times throughout the duration for physical accomplishment.

Standard Credit: 1 113302 Grade: 10th – 12th

PE Strength & Conditioning

This class is designed for any student or athlete during their off season. Strength workouts and weight training will be the essence of the class. This class is designed to develop strength through weight training, conditioning through intense physical activity, stamina building through methods of rigorous exercise and endurance through sustained periods of quickness and agility drills. Records will be kept to chart the progress of each individual. The demands for optimum conditioning and strength building are such that progress will be charted according to goals for athletic competition. Safety and techniques are of the utmost importance. Each individual will be instructed to perform each drill properly. Each student will be tested a minimum of five times throughout the duration of the class.

Standard Credit: 1 103302 Grade: 10th – 12th

Coach Approval	Credit: 1	213302	Baseball/Softball Spring
Coach Approval	Credit: 1	703302	Football Fall
Coach Approval	Credit: 1	713302	Football Spring
Coach Approval	Credit: 1	733302	Basketball Fall
Coach Approval	Credit: 1	743302	Basketball Spring

Career and Technical Education

Career and Technical Education (CTE) is an option for all students who attend Beech Senior High School. Unless approved for early graduation or “Move On When Ready” all CTE students are required to complete 3 focus electives. We provide a variety of programs of interest in the CTE Department as focus electives. Elective descriptions can be found in different programs of study and other course descriptions. **Each CTE course has an additional \$15.00 fee.**

Programs of Study:

Accounting – Introduction to Business & Marketing, Accounting I, Accounting II, Statistics -or- AP Statistics

Agricultural Engineering and Applied Technologies – Agriscience, Principles of Agricultural Mechanics
Agricultural Power and Equipment, Agricultural and Biosystems Engineering

Banking and Finance – Introduction to Business & Marketing, Accounting I, Banking and Finance, Financial Planning

Business Management – Introduction to Business & Marketing, Business Communications or Accounting I, Business Management, Business & Entrepreneurship Practicum, Virtual Enterprise International

Childhood Development Services – Early Childhood Education Careers I, Early Childhood Education Careers II, Early Childhood Education Careers III, Early Childhood Education Careers IV

Exercise Physiology – Health Science Education, Rehabilitation Careers, Anatomy and Physiology, Clinical Internship

Cosmetology – Principles of Cosmetology, Design Principles of Cosmetology, Chemistry of Cosmetology, Entrepreneurship

Diagnostic Services – Health Science Education, Diagnostic Medicine, Anatomy & Physiology, Cardiovascular Services, Clinical Internship.

Dietetics and Nutrition – Introduction to Human Studies, Nutrition Across the Lifespan, Nutrition Science and Diet Therapy, Human Services Practicum and/or Psychology and/or Sociology

Digital Arts & Design – Digital Arts & Design I, Digital Arts & Design II, Digital Arts & Design III

Engineering – Principles of Engineering and Technology, Engineering Design I, Engineering Design II

Entrepreneurship – Introduction to Business & Marketing, Marketing and Management I: Principles, Entrepreneurship, Business & Entrepreneurship Practicum or Virtual Enterprise International

Exercise Physiology – Health Science Education, Rehabilitation Careers, Anatomy & Physiology, Exercise science, Clinical Internship

Fashion Design – Visual Arts I, Foundations of Fashion Design, Work Based Learning

Horticulture Science – Agriscience, Principles of Plant Science and Hydroculture, Greenhouse Management, Landscaping and Turf Science

Interior Design – Foundations of Interior Design, Residential Design, Work Based Learning

Criminal Justice and Correction Services –Criminal Justice I, Criminal Justice II, Criminal Justice III: Forensic Criminal Investigation, Criminal Justice Practicum

Marketing Management – Introduction to Business & Marketing, Marketing and Management I: Principles, Marketing and Management II: Advanced Strategies, Advertising and Public Relations or Retail Operations

Office Management – Computer Applications, Business Communications, Business Management, Advanced Computer Applications

Nursing Services – Health Science Education, Medical Therapeutics, Anatomy and Physiology, Nursing Education

Therapeutic Services – Health Science Education, Medical Therapeutics, Anatomy and Physiology Diet and Nutrition Therapy, Clinical Internship

Veterinary and Animal Science – Agriscience, Small Animal Science, Large Animal Science, Veterinary Science

Web Design – Computer Science Foundations, Web Design Foundations, Web Site Development

Agriculture, Food & Natural Resources

FFA is an integral part of all agriculture classes. A laboratory fee of \$15 will include FFA lab supplies and notebooks.

Agriscience

This is an introductory course, which is preparatory for other science and agriculture classes. The course explores the fundamentals of biology and chemistry while placing emphasis on developing strong laboratory skills in the life sciences and agriculture. This course also offers training in public speaking, research, parliamentary procedure, and public presentations. This course includes lab activities both indoors and outdoors as well as classroom work.

Standard **Credit: 1** **805957** **Grade: 9th – 11th**

Greenhouse Management

Greenhouse Management sets a foundation for progress in the horticulture sub-cluster area. As populations continue to expand, the importance of food production in a condensed, climate-controlled environment increases.

Understanding the integrated principles needed for the successful management of a greenhouse will allow the agricultural industry to continue to produce the quality and quantity of food and fiber needed in the 21st century.

Prerequisite: Agriscience

Standard **Credit: 1** **805954** **Grade: 10th – 12th**

Small Animal Science

This course contains objectives to prepare students for careers in managing and caring for specialty and pet animals. We will demonstrate safety techniques within the industry and evaluate responsible pet ownership. Observations of breeds, characteristics, care, feeding and health of small animals will be evaluated as well as analyzing production purposes, personal values, and careers that work with these animals. **Prerequisite: Agriscience**

Standard **Credit: 1** **805958** **Grade: 10th – 12th**

Large Animal Science

Large Animal Science is an applied course in veterinary and animal science for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of large animals, as well as careers, leadership, and history of the industry. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, as well as Tennessee state standards in Anatomy and Physiology and National Agriculture, Food and Natural Resources Career Cluster Content Standards.

Prerequisite: Agriscience

Standard **Credit: 1** **806116** **Grade: 10th – 12th**

Principles of Agricultural Mechanics

This course is designed to serve the needs of high school students preparing for occupations requiring knowledge and skills in agricultural mechanics. Instruction in this class provides students with classroom and laboratory experience in farm power and equipment. Students enrolling in this class will have 50% lab work and 50% class work. **Prerequisite: Agriscience**

Standard **Credit: 1** **805944** **Grade: 10th – 12th**

Landscaping and Turf Science

Landscaping and Turf Science is an applied-knowledge course designed to provide challenging academic standards and relevant technical knowledge and skills needed for further education and careers in landscape design, maintenance, and turf management. Content includes site analysis and planning, principles of design, and plant selection and care techniques. Standards in this course are aligned with Tennessee Core State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee Core State Standards for Mathematics, and Tennessee state standards for Biology II, as well as National Agriculture, Food and Natural Resources Career Cluster Content Standards. **Prerequisite: Agriscience**

Standard **Credit: 1** **805951** **Grade: 11th – 12th**

Veterinary Science

Veterinary Science is an advanced course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers principles of health and disease, basic animal care and nursing, clinical and laboratory procedures, and additional industry-related career and leadership knowledge and skills. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee state standards in Anatomy and Physiology, Biology I, and Biology II, as well as National Agriculture, Food and Natural Resources Career Cluster Content Standards. **Prerequisite: Agriscience**

Standard **Credit: 1** **805961** **Grade: 11th – 12th**

Agricultural Power and Equipment

Agricultural Power and Equipment includes basic information and laboratory activities on small engines, tractors and agricultural equipment maintenance, repair and overhaul. The standards address competencies for electrical motors, hydraulic systems and fuel-powered engines. **Prerequisite: Agriscience & Principles of Agricultural Mechanics**

Standard **Credit: 1** **805945** **Grade: 11th – 12th**

Agricultural and Biosystems Engineering

Agricultural and Biosystems Engineering is a capstone course that prepares students for further study or careers in engineering, environmental science, agricultural design and research, and agricultural mechanics. Special emphasis is given to the many modern applications of geographic information systems (GIS) and global positioning systems (GPS) to achieve various agricultural goals. Standards in this course are aligned with Tennessee Core State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee Core State Standards for Mathematics, and National Agriculture, Food and Natural Resources Career Cluster Content Standards.

Prerequisite: Agriscience & Agricultural Power and Equipment

Standard **Credit: 1** **805963** **Grade: 11th – 12th**

Architecture & Construction

Foundations of Interior Design

This is a specialized course focusing on the interior of living environments. It is the first course in the Interior Design program of study intended to prepare students for careers in residential and commercial interior design. Upon completion of this course, students will be able to analyze and demonstrate the elements and the principles of design, and apply these concepts using sketching techniques in the creation of perspective floor plans. The course includes instruction in the fundamentals of interior design, and allows the students the opportunity to apply their skills and knowledge in extensive hand-on projects. Projects will involve individual and team assignments. Professional and marketing skills are emphasized.

Standard **Credit: 1** **806014** **Grade: 10th – 12th**

Residential Interior Design

Residential Interior Design is a semester long course offered in the Human Services Department (formerly known as the Family & Consumer Sciences Department, and before that it was known as the Home Economics Department in previous years). Residential Interior Design is the second course in the *Interior Design* program of study intended to prepare students for careers in residential and commercial interior design. Upon completion of this course, students will be able to use manual drafting tools and computer-aided drafting software to create original floor plans, perspective drawings, and color renderings. In addition, students will engage in the development of board presentation techniques for residential spaces using textiles samples and three-dimensional sketches.

Standard **Credit: 1** **806006** **Grade: 10th – 12th**

Arts, Audio/Visual Technology, & Communications

SkillsUSA is the student organization that represents the Art and Design program. It is an integral part of Art & Design classes. A laboratory fee will not include SkillsUSA dues.

Digital Arts and Design I

This course provides a foundation in visual communication concepts and design strategies. Course content is designed to foster digital skills and understanding that are essential in modern digital graphics, motion graphics, publishing, Web, film/video, photography, and animation graphic industries.

Focus will be on developing understanding of key design concepts and strategies, along with design challenges that translate into creative communication solutions which accurately and effectively reach targeted audiences. Along with study of design principles, conceptualization processes and techniques, students will explore various applications of design through extensive study of typography, style, composition, visual elements, color, creative technical software and various problem-solving tasks that encourages higher order thinking.

Standard **Credit: 1** **806084** **Grade: 9th – 10th**

Digital Arts and Design II

This course builds on the foundational core elements of visual communication concepts and design strategies learned in Digital Arts and Design I. Course content is designed to reinforce skills and support understanding that are essential in modern digital graphics, motion graphics, publishing, Web, film/video, photography, and animation graphic industries. Focus will be on developing understanding of key design concepts and strategies, along with design challenges that translate into creative communication solutions which accurately and effectively communicate. Along with continued study of design principles, conceptualization processes and techniques, students will gain mastery of various applications of design through continued study of typography, style, composition, visual elements, color, creative technical software and more focused problem-solving tasks, that encourages higher order thinking. Exploration of career opportunities, development of leadership, teamwork, collaborative and technical skills requisite in many aspects of life and industry which are creative and multi-faceted will be developed.

Prerequisite: Digital Arts & Design I

Standard **Credit: 1** **806086** **Grade: 11th – 12th**

Digital Arts and Design III

With the confluence of technologies, visual arts and creative practices have changed dramatically over the past several years. Increasingly, the design studio functions as a dynamic and vital space for learning, exploring, and innovation. Negotiating complex relationships, developing communication strategies that leverage new technologies and provide robust opportunities for the application of knowledge, skills, and critical thinking associated with an array of contemporary creative and studio practices is the new industry standard. Course content is selected to broaden the foundation of design concepts and understanding related to modern communication design. This course will foster advanced integrated skills that are essential in digital graphics, motion graphics, publishing, web, film/video, photography, and animation graphic industries. Students will be exposed to real world design challenges in a laboratory facility through projects that simulate industry objectives. **Prerequisite: Digital Arts & Design II**

Standard **Credit: 1** **806087** **Grade: 11th – 12th**

Foundations of Fashion Design

Foundations of Fashion Design is a semester long course offered in the Human Services Department (formerly known as the Family & Consumer Sciences Department, and before that it was known as the Home Economics Department in previous years). Foundations of Fashion Design introduces students to the rich history of the fashion industry and the basic design principles that are integral to its operation. This course studies the history of the fashion industry, elements and principles of design, textile history and composition, as well as basic construction principles.

Standard **Credit: 1** **806120** **Grade: 10th – 12th**

Business Management & Administration, Finance, Marketing

Future Business Leaders of America is an integral part of all business classes. Check with your instructor for more information.

Computer Applications

Computer Applications is a foundational course intended to teach students the computing fundamentals and concepts involved in the professional use of common application software. Students will be taught the touch method of typing (in case the students have not had Keyboarding). Upon completion of this course, students will gain basic proficiency in using Word 2013 for all types of word processing documents used in education and the workforce such as banners, tables, charts, reports, MLA formatting, outlines and typography, and layout styles. Google classroom is used to upload documents. Future Business Leaders of America (FBLA) is co-curricular with this course; some participation may be required.

Standard **Credit: 1** **805891** **Grade: 9th – 10th**

Intro to Business and Marketing

This is an introductory course designed to give students an overview of Business Management and Administration, Marketing, and Finance career clusters. This course helps students gain knowledge of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities. A business simulation will be used; students will manage a virtual company, and deal with all aspects of management while interacting with other students in the classroom's companies. Future Business Leaders of America (FBLA) is co-curricular with this course; some participation may be required.

Standard **Credit: 1** **805905** **Grade: 9th – 10th**

Desktop Publishing – Yearbook (By Application)

Students will learn the process of desktop publishing using the Macintosh and online design software. They will produce the Brigantine yearbook entirely. Requirements include selling business ads, writing copy, developing story angles, interviewing students/teachers, and designing layouts. This course requires both semesters.

Standard **Credit: 1** **815888 Fall** **Grade: 9th – 12th**
Standard **Credit: 1** **825888 Spring** **Grade: 9th – 12th**

Marketing I: Marketing and Management Principles

Marketing is an exciting and dynamic area of business. Marketing Education is designed for students who plan to enter college and major in business, marketing, or management or those individuals who plan to enter the work force upon graduation. Advertising, selling, financial management, customer relations, foundations of business management, and the economic principles of free enterprise are the major areas of study. Individual and group projects are an integral part of this course. Students are expected to participate in DECA, a co-curricular student organization that promotes leadership development, human relations skills, and management training.

Standard **Credit: 1** **805931** **Grade: 9th – 11th**

Accounting I

Accounting I introduces concepts and principles based on double-entry system of maintaining the financial records of a sole proprietorship, partnership, and corporation. It includes analyzing business transactions, journalizing, posting and preparing worksheets and financial statements. **Prerequisite: Minimum C in Algebra I**

Standard **Credit: 1** **805910** **Grade: 10th – 12th**

Accounting II

Accounting II is designed to provide students with a thorough analysis of corporate accounting. Topics covered include un-collectible accounts; plant assets and depreciation; notes and interest; and corporate dividends and financial statements. The course, which demands a working knowledge of Accounting I, is helpful for students who wish to pursue a career in accounting, entrepreneurship, or other business-related fields. **Prerequisite: Minimum C in Accounting I**

Standard **Credit: 1** **805911** **Grade: 10th – 12th**

Advertising and Public Relations

This course focuses on the concepts and strategies associated with promoting products, services, ideas, and events. This applied knowledge course addresses skills essential to the creative side of the industry and explores consumer behavior patterns and motivations for buying. Students are expected to participate in DECA, a co-curricular student organization that promotes leadership development, human relations skills, and management training. **Prerequisite: Marketing I**

Standard **Credit: 1** **805936** **Grade: 10th – 12th**

Advanced Computer Applications

This is a capstone course in which students will learn necessary skills in Microsoft Office software. Students will learn Microsoft Office Excel, Office PowerPoint, Office Publisher, Office Access, and Prezi presentation online software. The course focuses on production of professional quality business documents and presentations. Students will increase their employability by working toward the attainment of high level skills in the areas of integrated software applications, communication skills, ethical issues, human relations, leadership, time management, and teamwork. **Prerequisite: Computer Applications**

Standard **Credit: 1** **805904** **Grade: 10th – 12th**

Advanced Strategies in Marketing

Marketing II is an advanced study of the principles of Marketing and Management. Topics to be included are entrepreneurship, management leadership, marketing foundations, promotion, marketing math, operation concepts, and marketing information systems. Practical application of marketing knowledge will be applied to current business situations. Students are expected to participate and lead the activities of the DECA chapter through written projects submitted for competition. DECA projects allow students the opportunity to apply business skills to real world situations. **Prerequisite: Marketing I and Marketing teacher recommendation.**

Honors **Credit: 1** **815932** **Grade: 11th – 12th**

Banking and Finance

This course is designed to provide students with personal banking knowledge and the skills to make personal financial decisions. This course will have hands-on banking experience. Both semesters are required. **Prerequisite: Banking Instructor's Approval**

Standard **Credit: 1** **805899 Fall** **Grade: 11th – 12th**

Standard **Credit: 1** **815899 Spring** **Grade: 11th – 12th**

Business Management

Business Management 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 able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant.

Standard **Credit: 1** **805889** **Grade: 11th – 12th**

Personal Finance

Students will explore personal money management skills to include budgeting, allocation of financial resources, long and short term financial planning, expert advice on building wealth, and credit management. This course will be offered in half credit format.

Standard **Credit: 0.5** **805901** **Grade: 11th – 12th**

Entrepreneurship

The course includes enhanced marketing information as it relates to entrepreneurial activities. Subject matter includes introductory entrepreneurial concepts, business plan development, management responsibilities, and legal and ethical issues of business ownership, all with a sports focus. Students are expected to participate in DECA, a co-curricular student organization that promotes leadership development, human relations skills, and management training. **Prerequisite: Marketing I**

Standard **Credit: 1** **805934** **Grade: 10th – 12th**

Financial Planning

The Financial Planning program of study prepares students to be financially literate. Course content includes: Finding a job and a career, Budgeting, Stock Market Investment, Insurances, Leasing an Apartment, Buying a Home, Mortgages, Purchasing, Insuring and Maintaining an Automobile, Consumer Credit, Living Wills/Wills, and State and Federal Taxes. **Prerequisites: Personal Finance or Accounting I or Banking and Finance**

Standard **Credit: 1** **805890** **Grade: 11th – 12th**

Business and Entrepreneurship Practicum

This is a capstone 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. Students are expected to participate and lead the activities of the DECA chapter through written projects submitted for competition. **Prerequisite: Successful completion of 2 marketing classes, and Marketing teacher recommendation.**

Honors **Credit: 1** **816159** **Grade: 12th**

Work-Based Learning

Work-Based Learning is intended to provide students with opportunities to apply the skills and knowledge learned in previous Career and Technical Education classes within a professional work environment. Students must acquire and maintain employment through the semester. The course allows students to earn high school credit for those that work an average of 10 hours per week. An integral part of the course is a portfolio that is completed through tasks required throughout the semester. **Prerequisite: Minimum 2 CTE courses, CTE teacher approval**

Standard **Credit: 1** **806105** **Grade: 11th – 12th**

Human Services

Cosmetology

SkillsUSA is an integral part of all Cosmetology classes. No laboratory fee is required, however, each student is expected to purchase a cosmetology supply kit for second and third year students and students are encouraged to join Skills USA.

Cosmetology I

This course, which is the first level of cosmetology, prepares students with work-related skills for advancement into the Design Principles of Cosmetology course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development.

Standard **Credit: 1** **805983** **Grade: 10th – 11th**

Cosmetology II

Design Principles is the second level of Cosmetology and prepares students for work-related skills and advancement into the Chemistry of Cosmetology course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Juniors may earn up to 4 credits of Cosmetology their junior year, but only by teacher recommendation.

Prerequisite: Minimum C in Cosmetology I. Additional Fee: \$150.00 to cover kit & theory workbook

Standard Credit: 1 805986 Fall Grade: 11th – 12th

Standard Credit: 1 815986 Spring Grade: 11th – 12th

Cosmetology III

Chemistry of Cosmetology is the advanced level of cosmetology that prepares students to perform work-related services using chemicals in the cosmetology industry. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. **Prerequisite: Minimum C in Cosmetology I. Corequisite: Enrolled in Cosmetology II or have 200 hours towards certification.**

Standard Credit: 1 805984 Fall Grade: 11th – 12th

Standard Credit: 1 815984 Spring Grade: 11th – 12th

Cosmetology IV (By Application)

Chemistry of Cosmetology is the advanced level of cosmetology that prepares students to perform work-related services using chemicals in the cosmetology industry. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. **Prerequisite: Minimum C in Cosmetology III**

Standard Credit: 1 806179 Fall Grade: 11th – 12th

Standard Credit: 1 816179 Spring Grade: 11th – 12th

Social Health Services

(FCCLA) Family, Career and Community Leaders of America is the student organization that represents students working towards completing a Human Services Program of Study. Students wishing to affiliate nationally will pay \$15 dues in addition to class fees.

Introduction to Human Studies

This class is a comprehensive, foundation course designed to assist students in developing the core knowledge and skills needed to manage their lives. There is an emphasis on leadership, human development, family and parenting education, consumer economics and resource management, nutrition and foods, and career preparation. This course also covers an overview of social services and mental health. Critical skills in decision making, problem solving, critical thinking, technology, work and family management, and workplace readiness are reinforced through authentic experiences. This course allows students to select specific areas for future concentrated study. A unique focus is on the management of families, work, and their interrelationships.

Standard Credit: 1 806137 Grade: 9th – 10th

Nutrition Across the Lifespan

This class is a specialized course designed to help students understand nutrition requirements and appetite appeal, as well as social, cultural, and other impacts on food preparation and integrity. Students will examine the role of nutrition in the prevention of health conditions, such as obesity, and the promotion of optimal body performance throughout the life span. The course offers students opportunities to develop skills in the safety and sanitary selection, preparation, storing, and serving of food. There is an emphasis on meal management to meet individual and family nutrition needs across the life span; and optimal use of food resources. This course is for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursuing a variety of scientific, health, or culinary arts professions. Instruction includes academic integration and technology applications.

Standard Credit: 1 806005 Grade: 10th – 12th

Nutrition and Diet Therapy

Nutrition Science and Diet Therapy is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. The course covers the development of a nutrition care plan as part of the overall health care process. Methods for analyzing the nutritional health of a community are explored. Finally, the relationship of diet and nutrition to specific diseases will be researched, including the role of diet as a contributor to disease and its role in the prevention and treatment of disease. **Prerequisite: Nutrition Across the Lifespan and/or Medical Therapeutics**

Standard **Credit: 1** **806007** **Grade: 11th – 12th**

Advanced Human Studies & Life Connections

This class 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. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

Career Practicum activities may take one of two forms:

- 1) **Workplace-Based:** Students participate in individual work-based learning experiences in professional settings when they meet the hours required for full time course equivalent.
- 2) **Classroom-Based:** Students are immersed in a classroom-based experience where they learn through targeted industry involvement that may take the form of industry-driven project-based learning, school-based enterprise, and virtual enterprise. This model will 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.

Standard **Credit: 1** **806138** **Grade: 10th – 12th**

Information Technology

Computer Science Foundations

Information Technology Foundations (ITF) 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. 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.

Standard **Credit: 1** **806095** **Grade: 9th**

Web Design Foundations

This course prepares students with introductory work-related web design skills for advancement into postsecondary education and industry. Students will learn HTML code, Adobe Dreamweaver, and Adobe Photoshop software. Skills developed in basic web design include problem solving, troubleshooting, project and time management and teamwork. **Prerequisite: Informational Technology Foundations**

Standard **Credit: 1** **806100** **Grade: 10th – 12th**

Web Site Development

This course prepares students with intermediate work-related web design skills for advancement into postsecondary education and industry. Students will learn higher-level Adobe Dreamweaver software features. In addition, students will learn Adobe Flash, Adobe Photoshop, and Adobe Fireworks software. Skills developed in basic web design include problem solving, troubleshooting, project and time management, and teamwork. **Prerequisites: Information Technology Foundations and minimum C in Web Design Foundations**

Standard **Credit: 1** **806102** **Grade: 10th – 12th**

Education & Training

Early Childhood Education Careers I

Early Childhood Education Careers I (ECEC I) is a foundational course in the Human Services career cluster intended to prepare students for careers as childcare providers, nannies, preschool teachers, and more. Course content covers the foundation of childhood development services, careers, provider responsibilities and aptitudes, and fundamentals of child development. Upon completion of this course, students will have created artifacts for inclusion in a course portfolio, which will continue with them throughout the program of study.

Standard **Credit: 1** **806015** **Grade: 10th – 12th**

Early Childhood Education Careers II

Early Childhood Education Careers II (ECEC II) is an intermediate course for students interested in learning more about becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of curriculum planning, learning, screening and assessing, special populations, and educational technology. Students will observe educators in action, practice specific skills, and add personal work products to a course portfolio. Students will work in the On-Site Preschool Laboratory. Upon completion of this course, proficient students will be able to pursue more advanced coursework in the ECEC program of study. **Prerequisite: ECEC Teacher Approval**

Standard **Credit: 1** **806016** **Grade: 10th – 12th**

Early Childhood Education Careers III

Early Childhood Education Careers III (ECEC III) is an applied-knowledge course for students interested in becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of the learning environment, planning age appropriate activities, using activities for learning, and developing communication skills. If available, students may participate in a work-based learning component of instruction and add work products to a course portfolio. Students will work in the On-Site Preschool Laboratory. Upon completion of this course, proficient students will be prepared to participate in the capstone ECEC IV course and/or continue their studies at the postsecondary level. **Prerequisite: ECEC Teacher Approval**

Standard **Credit: 1** **806017** **Grade: 11th – 12th**

Early Childhood Education Careers IV

Early Childhood Education Careers IV (ECEC IV) is capstone course for students who intend to pursue advanced training as an early childhood teacher, nanny, or childcare provider. The course standards cover understanding of the components of professionalism, policies, regulations, and teaching and learning. Students will participate in a work-based learning component of instruction and add work products to a course portfolio. Student will work in the On-Site Preschool Laboratory. Upon completion of this course, proficient students will be prepared to continue their studies at the postsecondary level. **Prerequisite: ECEC Teacher Approval**

Standard **Credit: 1** **806135** **Grade: 11th – 12th**

Early Childhood Education Careers – Dual Enrollment

Introduction to Early Childhood Education is an introduction to the early childhood profession, including an emphasis on professionalism and developmentally appropriate practice. The course also includes an overview of history of early education; theoretical program models; different types of early childhood programs, community resources; professional organizations, and contemporary trends and issues in programs for children age birth through eight. Field experience is required. Students will make arrangements to visit a NAEYC accredited or 3 Star Child Care site and will be required to complete 3 hours of field experience. Child observation, site observations and parent and teacher interviews will be completed.

Dual Enrollment **Credit: 1** **Additional Paperwork Required**

Health Science

These courses will include basic health care information on services/products related to the health of people or animals. Subject matter will include career choices, skill development, and application of health concepts relative to becoming a health care professional.

Health Science Education

Health Science Education is an introductory course designed to prepare students to pursue careers in the medical field, such as Medicine, Nursing, Pharmacy, Dentistry, Dietetics, Forensics and Rehabilitative Therapy. Upon completion of this course, a student proficient in Health Science Education will be able 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 medical science programs of study.

Standard **Credit: 1** **805998** **Grade: 9th – 11th**

Diagnostic Medicine

The student will learn the ways in which diagnostic medicine creates a picture of an individual's health at a single point in time. This could include, but is not limited to, cardiology, imaging, medical laboratory, radiology and other forms of diagnostic medicine. Career focus includes: medical lab, radiology, optometry, and cardiology.

Prerequisite: Health Science Education

Standard **Credit: 1** **805994** **Grade: 10th – 12th**

Medical Therapeutics

The student will evaluate the ways therapeutic medicine is used to focus on direct patient care. This could include Nursing, Medicine, Dentistry, Rehabilitative Therapy, Dietetics, and a multitude of other allied health careers. This class provides a good "base" for all other upper level HSE classes. **Prerequisite: Health Science Education**

Standard **Credit: 1** **805999** **Grade: 10th – 12th**

Rehabilitation Careers

Rehabilitation Careers is an applied course designed to prepare students to pursue careers in rehabilitation services. Upon completion of this course, a proficient student will be able to identify careers in rehabilitation services, recognize diseases, disorders or injuries related to rehabilitation services and correlate the related anatomy and physiology then develop a plan of treatment with appropriate modalities. **Prerequisite: Health Science Education**

Standard **Credit: 1** **805990** **Grade: 10th – 12th**

Medical Terminology

Medical terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will use problem-solving techniques to assist in developing an understanding of course concepts. **Prerequisite: Medical Therapeutics or Diagnostics Medicine, or Rehabilitation Careers**

Standard **Credit: 1** **805883** **Grade: 10th – 12th**

Dual Enrollment **Credit: 1** **Additional Paperwork Required**

Anatomy and Physiology

Anatomy and Physiology is an upper level course 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 able 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 Page 2 function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems. **Prerequisites: Biology I, Chemistry I, and Health Science Education. Chemistry may be taken during the same semester.**

Standard **Credit: 1** **805991** **Grade: 10th – 12th**

Honors **Credit: 1** **825991** **Grade: 10th – 12th**

Cardiovascular Services

The health-related profession of cardiovascular science is concerned specifically with the diagnosis and treatment of patients with cardiac and peripheral vascular disease. Cardiovascular Services is the third or fourth level applied course in the Diagnostic Services program of study intended to prepare students with an understanding of the roles and responsibilities of those seeking employment in the cardiovascular field of healthcare. Upon completion of this course, students will be proficient in the anatomy and physiology of the heart and knowledgeable about both invasive and non-invasive cardiovascular procedures. Students will incorporate communication, goal setting, and information collection skills to be successful in the workplace. Students who complete a Clinical Internship in addition to this course will be eligible upon graduation to sit for the Certified Cardiographic Technician (CCT) exam. **Prerequisite: Diagnostic Medicine, Anatomy and Physiology**

Standard Credit: 1 806131 Grade: 11th – 12th

Exercise Science

Exercise Science is an applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders. In addition, students have the opportunity to incorporate communication, goal setting, and information collection skills in their coursework in preparation for future success in the workplace.

Prerequisites: Rehabilitation Careers and Anatomy and Physiology

Honors Credit: 1 806170 Grade: 11th – 12th

Clinical Internship (By Application)

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 the course, proficient students will be able to pursue certification in the pre-requisite course of Cardiovascular Services once they have graduated and reached 18 years of age. Class size is limited. **Prerequisite: Diagnostic Medicine and Cardiovascular Services or Anatomy and Physiology, and one of the following: Medical Therapeutics, Nutrition and Diet Therapy, Rehabilitation Services.**

Standard Credit: 1 805993 Grade: 11th – 12th

Nursing Education (By Application)

Nursing Education consists of 18 units of study dealing with direct bedside nursing care. Clinical experience will consist of supervised practice in the nursing home, as well as demonstrations in the classroom. Students can be registered by the Tennessee Department of Health – after completion of the course, 100 hours clinical and theory, passing a state test (both written and skills) – and will be job ready. Acceptance into course will be based upon previous academic performance and attendance. Class size is limited. **Prerequisites: Medical Therapeutics and Anatomy and Physiology**

Honors Credit: 1 816000 Grade: 11th – 12th

Law Enforcement Services

Criminal Justice I

Criminal Justice I is the second course in Law Enforcement Services and the Legal and Correctional Services programs of study. It serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Upon completion of this course, proficient students will understand the context of local, state, and federal laws, have investigative skills pertaining to basic crime scenes and incident documentation, and understand the importance of communications and professionalism in law enforcement.

Standard Credit: 1 805987 Grade: 9th – 11th

Criminal Justice II

Criminal Justice II is an integrated survey of the law and justice systems for students interested in pursuing careers in law enforcement and legal services. From initial crisis scenario management to arrest, transport, trial, and corrections, procedures and laws governing the application of justice in the United States are examined in detail, with special emphasis on the best practices and professional traits required of law enforcement and legal professionals. Upon completion of this course, proficient students will be prepared for advanced work in crime scene analysis and forensic science and have strong knowledge and skill preparation for postsecondary or career opportunities in associate fields. **Prerequisite: Criminal Justice I**

Standard **Credit: 1** **805988** **Grade: 10th – 12th**

Criminal Justice III

Investigation is 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 application 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. Upon completion of this course, proficient students will be able to identify careers in 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 modern legal system. **Prerequisite: Criminal Justice II**

Standard **Credit: 1** **805989** **Grade: 11th – 12th**

Criminal Justice IV

Investigation is the final course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of this course, proficient students will be able to identify careers in 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 modern legal system. **Prerequisite: Criminal Justice III**

Standard **Credit: 1** **805989** **Grade: 11th – 12th**

Engineering

Principles of Engineering

Principles of Engineering and Technology is a foundational course in the STEM cluster for students interested in learning more about careers in engineering and technology. Upon completion of this course, proficient students are able to identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others.

Standard **Credit: 1** **815924** **Grade: 9th – 10th**

Engineering Design I

Engineering Design I is a fundamental course in the STEM cluster for students interested in developing their skills in preparation for careers in engineering and technology. The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Tennessee. They will also be able to identify simple and complex machines; calculate various ratios related to mechanisms; explain fundamental concepts related to energy; understand Ohm's Law; follow the steps in the engineering design process to complete a team project; and effectively communicate design solutions to others. **Prerequisites: Principles of Engineering & Technology; Algebra I; and Physical Science or Biology**

Standard **Credit: 1** **816139** **Grade: 10th – 12th**

Engineering Design II

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

Prerequisites: Engineering Design I and Biology or Chemistry

Standard

Credit: 1

816140

Grade: 11th – 12th

Skinny Block Course Descriptions

Our schedule at Beech High School allows students an additional course during the day, which lasts the entire year. These course options are based on a student's academic performance and grade level. Students who have been identified for enrichment in English or Math will be placed in our RTI courses during skinny block. This intervention will be done in small groups with trained personnel using research-based materials. Freshman and Sophomores will have predetermined classes during skinny block. Remaining Upper Classmen will be able to choose from the courses below. **Skinny Block courses will not change at the semester.**

Freshman Rotation

In this course, freshman will be provided with experiences to assist with the high school transition. Students will spend time learning study skills for the classroom, as well as, provide materials and guidance for the ACT. Students will spend a portion of their time with guidance counselors and teachers from different departments for exposure to the courses of study we offer at BHS.

Standard

Credit: 1

703099

Grade: 9th

Sophomore Rotation

In this course, sophomore students will be provided with experiences to assist with the high school transition. Students will spend time learning skills, materials, and guidance for the ACT. Students will spend a portion of their time with guidance counselors and teachers from different departments for exposure to the courses of study we offer at BHS.

Standard

Credit: 1

703099

Grade: 9th

Agricultural Leadership

This course is an applied-knowledge course for students interested in learning more about the attributes and skills of successful leaders in the agriculture industry. This course covers organizational behavior, communication, management, and leadership topics. Students participate in activities that will assist them in the development of communication and interpersonal skills transferrable to any agribusiness application.

Standard

Credit: 1

705956

Grade: 11th – 12th

Art History

This course is designed to give students the opportunity to discover, appreciate, and acquire knowledge of art history through the ages from the Paleolithic era to contemporary times. The students will learn to examine, recognize, and critically analyze major forms of artistic expression from diverse cultures and their contributions to the arts. A variety of art media and styles will be studied as the students look at architecture, sculpture, painting, drawing, and printmaking as a reflection of a given civilization and period. Hands on projects will be assigned that coincide with time periods and artists studied.

Standard

Credit: 1

703515

Grade: 10th – 12th

Behavioral Science and Community Health

This course will focus on community health through preparation for HOSA (Health Occupational Students of America) competitions. **Prerequisite: Health Science Education.**

Standard **Credit: 1** **706130** **Grade: 10th – 12th**

Best Buddies (By Application)

This course is an elective course that provides student the opportunity to be peer tutors. This course is intended for student who have a desire to help others. Students in this course work on special projects and events for the exceptional education students. **Student who have previously worked with Best Buddies are encouraged to apply for officer positions.**

Standard **Credit: 1** **703295** **Grade: 10th – 12th**

Business Economics

This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and savings accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding of the stock market. Students will actively participate in a virtual stock market game where they will buy and sell stocks to maintain a current portfolio.

Standard **Credit: 1** **705898** **Grade: 10th – 12th**

Career Practicum (Clinical Internship Extension)

Career Practicum is an extension of Clinical Internship. This class will focus on preparation of skills for Clinical Internship Rotations and the EKG and Personal Trainer Exam. **Prerequisites: Health Science, Anatomy and Physiology, and a third level Health Science Course.**

Standard **Credit: 1** **705993** **Grade: 11th – 12th**

Chemistry II

Chemistry II is a laboratory science course that builds on topics introduced in Chemistry I. This course investigates chemical bonding and how kinetic molecular theory and intermolecular forces explain the physical and chemical characteristics of matter. Additional aspects of chemical reactions including limiting reactants, percent yield, equilibrium, reaction rates, and thermochemistry are considered. Students explore chemistry concepts through an inquiry-based approach. Embedded standards for Inquiry, Mathematics, and Technology and Engineering are taught in the context of the content standards for Structure of Matter, States of Matter, and Reactions. **Prerequisites: Minimum B in Chemistry I, Algebra II, and Chemistry teacher recommendation**

Standard **Credit: 1** **703224** **Grade: 11th – 12th**

Clinical Internship B (Nursing Education Extension)

Clinical Internship B is an extension of Nursing Education. This class will focus on preparation for the Certified Nursing Assistant Exam. **Prerequisites: Health Science Education, Medical Therapeutics, Medical Terminology and/or Anatomy and Physiology. Students must be enrolled in Nursing Education.**

Standard **Credit: 1** **705993** **Grade: 11th – 12th**

Cosmetology Entrepreneurship

The course includes enhanced cosmetology information as it relates to entrepreneurial activities. Subject matter includes introductory entrepreneurial concepts, business plan development, management responsibilities, and legal and ethical issues of business ownership. Students are expected to participate in SkillsUSA, a co-curricular student organization that promotes leadership development, human relations skills, and management training. **Prerequisite: Principles of Cosmetology**

Standard **Credit: 1** **705934** **Grade: 11th – 12th**

Court Systems and Forensics

This course is an in-depth study of our court systems and forensics in the United States.

Standard **Credit: 1** **706150** **Grade: 10th – 12th**

Dynamic Leadership for Sport and Life

Dynamic Leadership for Sport and Life is a practical study of personal disciplines for success and best leadership practices in athletics, education, and business. Students are required daily to participate in a directed reading and writing time in which they are required to read a non-fiction book and keep a personal journal. Leadership studies include videos, discussions, and projects. Students are also required monthly to participate in a personal correspondence project.

Standard **Credit: 1** **709310** **Grade: 10th – 12th**

Ecology

Ecology investigates the fundamental principles that determine the variety and distribution of organisms on earth. Topics addressed include interrelationships in ecosystems, succession, population dynamics, adaptations of organisms to their ecosystems, cycles of energy and matter, climate, soil types and formation, and topography. Students will investigate environmental and conservation issues as well as how humans interact with the environment. Students will explore concepts through laboratory experiences, problem-based learning scenarios, and research.

Standard **Credit: 1** **703255** **Grade: 10th – 12th**

FCCLA Projects Class

This class is designed for students who are active members of FCCLA. Students will be required to complete at least one level of competition. Class time will be given for preparation for regional, state and national competition. The FCCLA Community Service project will be incorporated in class. Other FCCLA projects will be worked on in class as needed.

Standard **Credit: 1** **706159** **Grade: 10th – 12th**

FBLA Projects Class

This class is designed for students who are active members of FBLA. Students will be required to complete at least one level of the National BAA award. Class time will be given for preparation for regional, state and national competition. The FBLA Community Service project will be incorporated in class. Other FBLA projects will be worked on in class as needed. FBLA officers are required to take this class.

Standard **Credit: 1** **706159** **Grade: 10th – 12th**

Jazz Band

This select ensemble is one of the courses offered at Beech High School. The twenty- six piece ensemble in big band instrumentation studies and performs the music of the foremost big band composers, past and present. Jazz improvisation is also introduced to the students. Traditional jazz instruments are used in this course.

Standard **Credit: 1** **703530** **Grade: 10th – 12th**

Military History

A survey class of conflicts which were influential to the United States and our developing history. The goal is to investigate the American conflicts in a chronological order to gain an understanding on the influence each conflict had on our country. We will look at the basic causes of each, the major personalities, major battles and basic strategy, the role of technology and the effects of the war on the nation. A strong academic component – reading, writing, and research – will be an important part of the class.

Standard **Credit: 1** **703435** **Grade: 11th – 12th**

Newspaper/Journalism (By Application)

During this class, students will create a monthly school newspaper. Students will write, design, and edit the publication. Students will also be required to sell ads to help offset printing costs.

Standard **Credit: 1** **703008 or 706159** **Grade: 10th – 12th**

PE for Life

This course is designed for upperclassmen that have passed freshmen wellness. It is designed to provide activities and games that can be enjoyed throughout a person's lifetime. Weightlifting, aerobics, ultimate frisbee, flag football, basketball, and racket sports are emphasized. **Class size is limited.**

Standard **Credit: 1** **753302** **Grade: 10th – 12th**

Event Planning

Event planning is one of the hottest new fields available to people from all walks of life. This course is perfect for someone who has a lot of energy, comfortable with self-promotion, enjoy talking to and socializing with strangers, will organize, can handle multi-tasking and have an eye for detail. In this course you will play an integral part in researching, designing, planning, coordinating, and evaluating some of the hottest events at Beech High School. Select students will also have an opportunity to shadow professional event planners and learn from the best in the industry. **Prerequisite: Marketing I**

Standard **Credit: 1** **706168** **Grade: 10th – 12th**

RC Aeronautics

RC aeronautics is a course that will allow students hands-on instruction with radio controlled (RC) quadcopters/drones for the purpose of preparing for the part 107 sUAS operator license test. In addition, the course will also cover material that is present in the pilot's aeronautical handbook to ensure that each student will have and understanding of the principles of flight. Lastly, students will explore hands on RC flying skills utilizing line of sight and first person video (FPV) techniques. Students will participate in skills tests and knowledge-based tests during this course to aid in their preparation for the licensure test. Students must have an understanding of scientific and mathematical principles, and must be able to perform basic mathematical calculations, as well as utilizing basic engineering skills. Students will also be required to sign-up for a complimentary Academy of Model Aeronautics (AMA) youth membership through the class. **Prerequisites: Students must be 16 years of age or older. Owning an RC controlled aircraft is not necessary but encouraged.**

Standard **Credit: 1** **703295** **Grade: 10th – 12th**

Roman Mythology

Join the world of heroes, monsters, and gods, as we delve into the ancient world of Greco-Roman mythology. Discover how mythology influenced a culture's people and day-to-day life, while also impacting our modern world thousands of years later. Discuss other cultures, such as Norse, Irish and Chinese. Once finished with the course, you will be familiar with the creation, heroic sagas, and love stories for the ages.

Standard **Credit: 1** **703435** **Grade: 10th – 12th**

Scientific Research: 21st Century Science

Scientific research is a hands-on class that focuses on the various disciplines of modern science such as Physics, Technology, Engineering, Astronomy, and Environmental Science to explore scientific concepts, engineering skills, and applications of technology to improve the quality of life. Students will apply scientific discoveries to design materials and processes that develop into enabling technologies. In addition, students must have a basic understanding of scientific and mathematical principles and must be able to perform basic mathematical calculations.

Standard **Credit: 1** **703295** **Grade: 10th – 12th**

Scientific Research: Genetics

Scientific Research in Genetics builds upon basic aspects of genetics learned in Biology, including patterns of inheritance and molecular genetics. Students will apply concepts and principles of genetics as they relate to biodiversity, society, the work place, the family, and the individual. Students will investigate various aspects of the growing fields and applications of genetics in today's world, further developing problem-solving, decision-making, critical thinking, applied learning, and knowledge skills as they do so. Additionally, students will investigate how technology, engineering, and the practice of ethics relate to genetics. Students will also explore genetics topics, communicating their findings to the class via reports and presentations. **Prerequisite: Biology**

Standard **Credit: 1** **703295** **Grade: 10th – 12th**

Spanish Culture

In the Spanish-speaking countries' culture class, students will learn everything related to each country's culture, such as currency, nationalities in Spanish, food, games, dances, teenage culture and activities, places to visit, history, population, airplane tickets prices, monuments and government. Students will listen to songs in Spanish with their respective translations, they will be exposed to Latino music and they will compare the styles with music from the US. Students will learn about different traditions and holidays that take place in the Spanish-speaking countries' culture and they will put events together to teach the school what the celebrations are.

Standard **Credit: 1** **703435** **Grade: 10th – 12th**

Tennessee History

The purpose of this course is to delve into the rich history and culture of the state of Tennessee. Weekend trips will be offered to explore Tennessee landmarks and geography. A strong academic component – reading, writing, and research – will be an important part of the class.

Standard **Credit: 1** **703435** **Grade: 11th – 12th**

Theatre Arts II

This course focuses on exploration of advanced topics in play production. Students will study design elements and fulfill technical positions in dramatic productions. Study includes set design and construction, lighting and sound design, and costume and make-up. Students will have the opportunity to pursue their special interests in these areas by being the technical staff of the fall play and spring musical. Students will also assist in the technical area for the Theatre I "One Act Plays". This class may also perform a play per semester. **Outside class time and performances are required. Prerequisite: Minimum B in Theatre Arts I**

Standard **Credit: 1** **703524** **Grade: 10th – 12th**

Virtual Enterprise (By Application)

Virtual Enterprises International (VE) is a simulated business environment. The VE students will be involved in actual on-the-job work experiences, including accounting, personnel administration, management, and marketing. Working in teams, students will develop and enhance oral and written communication skills through initiative, responsibility, presentations, and creativity. Each student will go through an interview process to correctly place them into a department of the simulated business. **Prerequisite: Intro to Business and Marketing**

Standard **Credit: 1** **705900** **Grade: 11th – 12th**

Vocal Music (By Audition)

This course is an advanced acapella choir. Students will sing advanced arrangements and perform in public multiple times. **Prerequisite: 2 semesters of band and/or choir experience.**

Standard **Credit: 1** **703531** **Grade: 10th – 12th**

These courses are offered during skinny block, their descriptions are located with the general courses.

Accounting II – 805911

AP European History – 703441

AP Government – 703445

AP Spanish – 703025

Contemporary Issues – 703435

Sociology – 703432

Psychology – 703433

Digital Design I – 706084

Beech High School

*Proposed 4-year Plan

Student Name _____

Post High School Plans ___ 4 yr. College/Univ.

*This is to be used as a guide for course planning

___ Community College

___ Vocational/Trade School

___ Military

___ Other

Elective/CTE Focus _____

High School Diploma Requirements

English	4
Math (Alg. I, Geometry, Alg. II, plus one additional math past Alg. II – must be enrolled in one math per year)	4
Science (Physical Science, Biology, and Chemistry or Physics)	3
Social Studies (World History/Geography, U.S. History, and Government/Economics)	3
Wellness	1
Physical Education	0.5
Personal Finance	0.5
Foreign Language (2 units of the same language)	2
Fine Arts	1
Elective Focus	3
Additional Electives	4

Total **26**

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English I – Std. or Hon.	English II – Std. or Hon.	English III – Std. or Hon.	English IV – Std. or Hon.
Algebra I A & B Standard Algebra I Standard Algebra I Honors	Geometry Standard or Geometry Honors	Algebra II Standard or Algebra II Honors	4 th Math
Physical Sci. Std. or Hon.	Biology Std. or Hon.	Chemistry Std. or Hon. or Physics Honors	Gov./Econ. Std. or Hon.
World Hist. & Geography Std. or Honors	Foreign Lang. (Level I)	U.S. History Std. or Hon.	Focus Elective
Wellness	Foreign Lang. (Level II)	Personal Finance (.5 cr.) & P.E. (.5 cr.)	Elective
Fine Art	Focus Elective	Focus Elective	Elective
Intro Course	Elective	Elective	Elective
Elective	Elective	Elective	Elective

Academic Recognition and Cumulative GPA

4 Tiers of Recognition	Cumulative GPA	Minimum Honors and AP Credits
With Highest Recognition	3.90	18
With High Recognition	3.70	16
With Notable Recognition	3.50	14
With Recognition	3.50	Fewer than 14

Graduation Checklist

Name: _____

ENGLISH (4 credits)

English I _____
 English II _____
 English III _____
 English IV _____

MATH (4 credits)

Algebra I _____
 Geometry _____
 Algebra II _____

SCIENCE (3 credits)

Biology _____
 Chem/Physics _____

SOCIAL STUDIES (3 credits)

World History _____
 US History _____
 Economics/Marketing _____
 US Government _____

WELLNESS/PE (1 ½ credits)

Wellness _____
 PE/Sport/Band/Other _____

PERSONAL FINANCE (½ credit)

Personal Finance _____

Fine Art (1 credit)

FOREIGN LANGUAGE (2 credits)

ELECTIVE FOCUS (3 credits in the same area)

Elective Focus: _____
 1. _____
 2. _____
 3. _____

ELECTIVES (4 required)

<p># HONORS/AP CREDITS EARNED</p> <p>_____</p> <p>MET CIVICS REQUIREMENT</p> <p>_____</p> <p><u>ACT SCORE / DATE</u></p> <p>_____ _____</p> <p>_____ _____</p>
