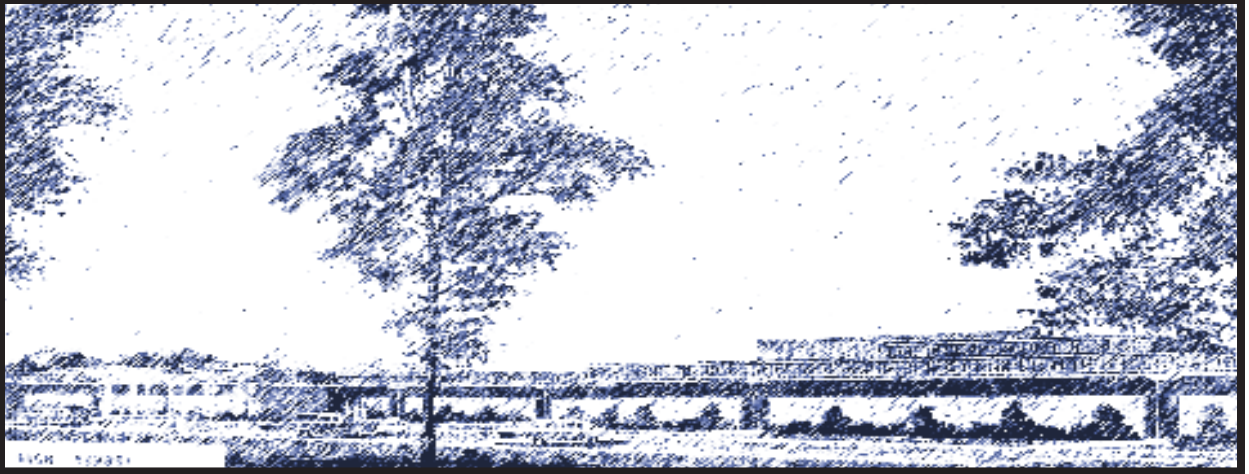


Oakland High School



An International Baccalaureate World School



2016-2017 Curriculum Guide

OHS Mission Statement: The mission of Oakland High School is to provide appropriate academic opportunities for all students in a nurturing and safe learning environment using diverse, challenging, relevant programs and assessments that lead to the graduation of responsible and productive citizens of the world.

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• www.ohs.rcschools.net •

This program of studies is current as of February 1, 2015. State and local changes may occur after publication.



OHS Administrative Team:

Principal

Bill Spurlock- spurlockb@rcschools.net

Assistant Principals

Sherry Mullen, 12th grade- mullens@rcschools.net • Sam Guydon, 11th grade- guydons@rcschools.net

John Marshall, 10th grade- marshallj@rcschools.net • Tim Roediger, 9th grade- roedigert@rcschools.net

Curriculum Guide Overview

With a deep commitment to our Mission and Beliefs, we take pride in offering the following course choices to our students. The Curriculum Guide is intended to help each student and his/her parent/guardian prepare a four-year educational plan.

Requirements for each pathway are shown on the following pages. Elective focus areas are listed with their pathway course descriptions on pages 6-13. It is important to plan wisely. The choices you make during registration will determine your classes next year. Each course request you make is a factor when school officials set budgets for educational needs. Schedule changes will be made based on graduation requirements or on post-secondary school admission requirements. These changes must be made within three days of the beginning of each semester. **Four-year plans will be reviewed each year at registration time with a counselor and in the fall through credit-checks with each assigned counselor. A change in focus is not recommended after the fall of the junior year.

Homebound services

Homebound services are provided to students who are unable to attend school due to an accident or illness. The homebound teacher provides consultation between the regularly scheduled teachers and the student at home until the student returns to school. This service requires a physician's referral and school board approval.

Types of Diplomas

- The Regular High School Diploma will be awarded to students who earn the required 23 credits in the required pathway focus.
- The Honors Diploma is offered to students that score at or above all of the subject area benchmarks on the ACT or equivalent score on the SAT.
- The Distinction Diploma is awarded to students attaining a 3.0 GPA and completing at least one of the following:
 - earn a nationally recognized industry certification.
 - participate in one of the state's All State musical organizations.
 - participate in at least one of the Governor's Schools.
 - be selected as a National Merit Finalist of Semi-Finalist.
 - attain a score of 31 or higher composite score on the ACT.
 - attain a score of 3 or higher on at least 2 advanced placement exams.
 - successfully complete the International Baccalaureate Diploma Programme.
 - earn 12 or more semester hours of transcribed post-secondary credit.
- The OHS IB Diploma criteria consists of six subject groups which students study: Language A1, Second language, Individuals & Societies, Experimental Sciences, Mathematics, Art/Music. Students complete a variety of assessments (oral and written) including three to five hour exams in six content areas and are awarded score points. Students receiving a minimum of 24 points are awarded the diploma. Included in the remaining requirements are completion of the Theory of Knowledge course, completion of the 4000-word extended essay, and completion of creativity, action and services (CAS) hours.

**In addition to these requirements, the student must take all state mandated exit exams.*

International Baccalaureate Classes

Through comprehensive and relevant curricula coupled with high academic standards, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate to issues within a global context. The IB Program is designed to provide intellectual rigor for highly motivated students through engaging and integrated content while also emphasizing responsible citizenship and social awareness.

Successful IB students are curious, inquisitive, and driven. Additional information about the IB program is found on page 5 of this Guide. Please contact Kelly Chastain, IB coordinator, at 615-904-3780 or at chastaink@rcschools.net for more information.

AP Classes

The Advanced Placement Program is an academic program of college-level courses and examinations for secondary school students. The AP program gives students the opportunity to pursue college-level studies while still in high school and possibly to receive college credit. A typical AP course is a special learning experience that takes a full academic year. The curriculum of an AP course is challenging and requires more effort and homework on the part of the student than a regular or honors high school course. It gives greater opportunity for individual progress and accomplishment and goes into greater depth with the academic material of each individual course. Perhaps the real educational value of this program is that students develop critical thinking skills, fluid-writing abilities, problem-solving skills, and expertise in absorbing masses of material. AP students learn to deal with strenuous, traditional academic settings. These skills are transferable to all subject areas. We encourage all AP students to test at the end of the courses; however, if the student chooses not to test, the courses will reflect as an Advanced Honors Course Credit.

Dual Enrollment

Dual enrollment is the enrollment of a high school student in one or more specified college courses for which the student will be awarded both high school and college credit. See your counselor for specific details.

Graduation Requirements

English - 4 credits

English I	1 credit
English II	1 credit
English III	1 credit
English IV	1 credit

Mathematics - 4 credits (MUST take a math each year)

Algebra I	1 credit
Geometry	1 credit
Algebra II	1 credit
Upper Level Math	1 credit

Lifetime Wellness - 1.5 credit

- Wellness 1 credit
- Physical Education .5 credit

Fine Arts - 1 credit

Pathway Focus - 3 credits

Science - 3 credits

- Biology I 1 credit
- Chemistry or Physics 1 credit
- Another Lab Science 1 credit

Social Studies - 3 credits

- Geo., World, Ancient, Modern or Euro. 1 credit
- U.S. History 1 credit
- Economics .5 credit
- Government .5 credit

Personal Finance - .5 credit

Foreign Language - 2 credits (MUST be the same language)

Additional Elective - 1 credit

23 Total Credits Required for Graduation

Students must complete a Pathway Focus of three units in a state approved CTE Program of Study, science and math, humanities, fine arts, JROTC, or AP/IB.

The Physical Education Requirement may be met by substituting an equivalent time of physical activity in other areas including, but not limited to, marching band, JROTC, cheerleading, interscholastic athletics, and school sponsored intramural athletics.

The Fine Art and Foreign Language Requirements may be waived for students who are sure they are not attending a University and be replaced with courses designed to enhance and expand the pathway focus.

Course Substitutions:

- JROTC (2 years) for Wellness
- JROTC (3 years) for Government and Personal Finance
- American Business Legal Systems (ABLS) for Government
- Business Economics, Consumer Economics, Marketing and Management I, or Virtual Enterprise for Economics

Freshmen entering Rutherford County Schools for the class of 2010-2011 and subsequent classes shall be required to earn at least 23 credits for graduation. IEP teams for special education students may reduce the system's graduation requirement for SPED students to the 22 credits identified by the state.

Valedictorians and salutatorians shall meet the following criteria:

1. The valedictorian/salutatorian shall have taken a minimum of twelve (12) honors or above honors courses, and
2. The valedictorian/salutatorian shall be determined on a 4.0 Quality Point average, and
3. The valedictorian/salutatorian shall also have attained the state "Distinction Diploma" criteria. In the event a school does not have a student achieving the distinction criteria, selection shall revert to requirements 1 and 2.

Tennessee Uniform Grading System

Grade & Percentage Range:

A	100-93
B	92-85
C	84-75
D	74-70
F	69-0

**Weighting for Honors Courses & National Industry Certification:*
Includes the addition of 3 percentage points to the grades used to calculate the semester average.

***Weighting for Advanced Placement and International Baccalaureate:*
Includes the addition of 5 percentage points to the grades used to calculate the semester average.

Counseling Center:

Fax: (615) 904-6713, Counseling Secretary: Jane Lisle 904-3780*23911

The Oakland High School Counseling Department offers many services to the students and faculty. The counselors offer guidance to students individually and in groups regarding personal, social, educational, and career needs. They work with school staff to provide school-wide counseling and guidance programs. The Counseling Center houses informational materials such as career opportunities, job trends, colleges, state technical schools, scholarships, financial aid, tests, and other publications. A computer is also available for student use in the College and Career Room. Oakland High School counselors are dedicated to meeting the needs of all students, faculty, parents, and administrators. We encourage parents to contact the appropriate counselor for any school-related reason. Counselors are key players during this critical time of planning course work for the upcoming school year.

Guidance Counselors

Missy Blissard- blissardm@rcschools.net

Jana Hudson- hudsonj@rcschools.net

Jessica Johnson- johnsonje@rcschools.net

Teri Pigg- pigg@rcschools.net

Marsha Thompson- thompsonma@rcschools.net

Registration

- Oakland Middle** March 4, 5 & 6
- Whitworth Buchanan Middle** March 12

Out of Zone Registration, by appointment only
Call for Appointments, 904-3780 ext. 23911

International Baccalaureate Diploma/Certificate Program

Founded in 1968, the International Baccalaureate® (IB) Program is a non-profit educational foundation focused on developing the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world. Schools must be authorized, by the IB organization, to offer IB courses and programs. Currently, the IB program is active in over 4,000 schools world-wide. Oakland's IB program has a hard-earned reputation for high standards of teaching, pedagogical leadership and student achievement.

An IB diploma leads to a qualification widely recognized by universities around the world for the high standards it represents. The diploma program encourages students to ask challenging questions, think critically, develop a strong sense of one's identity and culture, and develop an ability to communicate with and understand others from different cultures and backgrounds. It includes a broad and balanced curriculum for students enrolled, and the program emphasizes an interdisciplinary approach to learning with the student as an active participant. Students who choose to enroll in the diploma program study languages, a social science, an experimental science, mathematics, and an elective (most likely in a fine arts subject). Wherever possible, subjects are approached from an international perspective. Students who enroll and who satisfy the rigorous demands of the diploma program demonstrate a strong commitment to learning. They develop mastery of subject area content and mastery of skills and discipline necessary for post secondary success. The goal of the International Baccalaureate Diploma Program is to produce critical thinkers with a well-rounded global perspective on learning.

Oakland High students who enroll in the IB diploma program are able to meet requirements set by the local school board, the state, and the International Baccalaureate diploma program.

What is included in the IB curriculum?

Students who enroll in the IB diploma program must complete and test in six areas:

- 1) Language AI
- 2) Second Language
- 3) Individuals and Society
- 4) Experimental Sciences
- 5) Mathematics
- 6) Arts or Electives

Three unique components make up the remaining portion of an IB diploma:

- 1) Theory of Knowledge- a critical thinking course designed to teach students how they learn across all subject areas
- 2) A 4,000 word extended essay researched, documented, and written on a topic of choice

3) Creativity, Action, and Service (CAS) - Approximately 100 blended hours of school activities and community service over a period of the junior and senior year. The diploma program requires that students meet defined standards and conditions to be awarded a diploma, including earning a minimum of 24 points on IB exams.

What are the advantages of an International Baccalaureate Diploma / Certificate Program?

- Participating in active learning that involves critical thinking, independent research and verbal communication
- Having a program that emphasizes the "whole" student
- Participating in interdisciplinary group and individual projects
- Gaining an international perspective on education
- Requiring student involvement in extracurricular activities, for both school and community (diploma program only)
- Provides alternative forms for assessment allowing students opportunity to show what they have learned
- Includes emphasis on academic integrity and honesty
- Earning possible admission and scholarship opportunities at prestigious universities
- Earning college credit at many universities

What are the qualities of a successful IB student?

Students who are successful in the IB program often have the following qualities:

- Self-motivated
- Inquiring mind
- Organized
- Academic integrity
- Participates in school and community activities
- Good time-management skills
- Good attendance record

***It is also beneficial to have a passion for learning, curiosity, and strong writing skills.*

For more information contact the program coordinator, Kelly Chastain at 904-3780 ext.23980 or chastaink@rcschools.net

Oakland High School ACADEMIES

Students will choose a focus area from one of the Academies listed below. All focus areas will meet college entrance requirements.

Academy of Basic & Applied Sciences

Agriculture, Food, & Natural Resources
Medical Therapeutic Clinical Services
Human Services
Law, Public Safety, Security & Corrections
ROTC

Academy of Applied Technology

Arts, Audio/Visual Technology & Communication
Architecture & Construction
Transportation, Diagnostics & Logistics
Advanced Manufacturing

Academy of Fine Arts, Business & Marketing

Business Management & Administration
Marketing
Fine Arts

** IB Students may choose a focus area.*

Academy Courses: By Pathway

Advanced Manufacturing Academy

Mechatronics

Digital Electronics
Mechatronics I
Mechatronics II

Agricultural & Animal Sciences Academy

Agricultural Engineering & Applied Technologies

AgriScience
Principles of Agricultural Mechanics
Agriculture Power & Engineering
Agricultural Biosystems & Engineering

Veterinary & Animal Science

AgriScience Honors
Small Animal Care
Large Animal Science
Veterinary Science Honors

Architecture & Construction Academy

Residential & Commercial Construction

Fundamentals of Construction
Residential & Commercial Construction I
Residential & Commercial Construction II
Construction Practicum

Arts, A/V Technology & Communication Academy

Digital Arts & Design

Digital Arts & Design I Honors
Digital Arts & Design II Honors
Digital Arts & Design III Honors
Journalism and/or Work-Based Learning

A/V Production

A/V Production I
A/V Production II
A/V Production III or Journalism

Business Management & Administration

Business Management

Intro to Business & Marketing and Computer Applications
Career Exploration
Business Communications
Business Management and/or
Virtual Enterprise and/or Banking & Finance

Education & Training Academy

Early Childhood Education (Pre-K-4)

Fundamentals of Education
Early Childhood Education Careers II
Teaching as a Profession II

Teaching as a Profession III

Health Science Academy

Therapeutic Clinical Services

Health Science Education
Medical Therapeutics and/or Nutrition Science &
Diet Therapy
Anatomy & Physiology and/or Clinical Internship

Hospitality & Tourism Academy

Culinary Arts

Culinary Arts I
Culinary Arts II
Culinary Arts III

Human Services Academy

Cosmetology

Principles of Cosmetology
Design Principles of Cosmetology
Chemistry of Cosmetology

Dietetics & Nutrition Counseling

Introduction to Human Studies
Nutrition Across the Lifespan
Nutrition Science & Diet Therapy
Work-Based Learning Practicum

Marketing Academy

Merchandising

Intro to Business & Marketing and/or Computer Applications
Marketing & Management I: Principles
Marketing & Management II: Advanced Strategies
Advertising & Public Relations; Retail Operations; Event
Planning & Management; and/or Work Based Learning

Transportation, Distribution, & Logistics

Automotive Maintenance & Light Repair

Maintenance & Light Repair I
Maintenance & Light Repair II
Maintenance & Light Repair III
Maintenance & Light Repair IV

ROTC Academy:

JROTC I
JROTC II (*2 Years Substitutes for Wellness*)
JROTC III (*3 Years Substitutes for Government & Personal Finance*)
JROTC IV

Fine Arts Pathway:(choose 4)

Visual Art I
Visual Art II
Visual Art III
Visual Art IV
Photography I
Photography II
General Music
Music Theory
Instrumental Music (Jazz Band)
Instrumental Music (Concert Band)
Instrumental Music (Wind Ensemble)
Instrumental Music (Percussion Ensemble)
Instrumental Music (Color Guard)
Vocal Music (Concert Choir)
Vocal Music (Women's Choir)
Vocal Music (Chamber Choir)
Vocal Music (Jazz Choir)
Musical Theatre
Theatre Arts I
Theatre Arts II
Theatre Arts III
Theatre Arts IV
Theatre Arts Design

Course Description: Career & Technical Ed.

**All Career & Technical courses require a federally mandated safety test administered at the beginning of the course requiring 100% accuracy to remain in the class.*

AGRICULTURE, FOOD, & NATURAL RESOURCES:

Principles of Agricultural Mechanics

*#5944, Grades 10-11, 1 Credit, *Prerequisite: Agriscience*

Agricultural Mechanics includes standards to prepare students for operational procedures for a shop or a home environment. Students learn basic skills in areas including welding, electricity, land measurement, and plumbing. As students enter the 21st century, they need to have skills that can be used in a rural or an urban environment.

Agricultural Power and Equipment

*#5945, Grades 11, 1 Credit, **Prerequisite: Successful completion of Agricultural Mechanics or teacher approval.*

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.

Agriscience

*#5957, Grades 9, * Prerequisite: 7th grade Terra Nova Performance Level 70% and above*

Agriscience is designed to develop the basic theories and principles involved in animal science, agribusiness, agricultural mechanics, and natural resource management. This course includes leadership and personal development skills through FFA membership. Meets science credit requirements for high school graduation and college entrance.

Agriscience Honors

*#5957H, Grades 9, * Prerequisite: 7th grade Terra Nova Performance Level 70% and above*

Accelerated hands-on instruction to prepare students for advanced levels of biology and subsequent sciences for the university bound students who are interested in an Animal and Veterinary Science focus area. The content area covers ecology, biological processes, sexual and asexual reproduction. This course includes leadership and personal development skills through FFA membership. Meets science credit requirements for high school graduation and college entrance.

Agriculture Biosystems & Engineering

*#5963, Grades 12, *2 credit course, *Prerequisite: Successful completion of Ag Power and Equipment, **Early Day Block Class*

As an Agricultural Engineering student, you'll learn how to use science to improve the production, processing, storage, and distribution of resources while protecting the environment, and develop skills in welding, electricity, land measurement and plumbing for shop and home environment application.

Greenhouse (Elective)

#5167, Grades 11-12, 1 credit

This course is available for dual credit through MTSU for students interested in Pre-Veterinary Science, Agribusiness, Plant and Soil

Science, Pre-Forestry or Animal Science degrees. The successful operation of a greenhouse involves a variety of practices, ranging from the management of the facility to the marketing of greenhouse products. Understanding greenhouse management principles are needed to be profitable and to successfully operate landscaping, floriculture, and gardening industries.

Small Animal Science

*#5958, Grades 10-12, 1 credit, *Prerequisite: AgriScience*

This course studies companion animals and their care including handling, facilities, healthcare, grooming, animal rights and welfare, and also legalities. This course also discusses the economic and social importance of small animals.

Large Animal Science

*#6116, Grades 10-12, 1 credit, *Prerequisite: AgriScience, Small Animal Science*

Horse populations in the state have continued to grow, and as a result, equine economic impact has increased. Horse Science is designed to develop basic understanding of equine handling, health, maintenance, reproduction, selection, management, and their social and economic impact.

Veterinary Science Honors

#5961H, Grades 11-12, 1 credit

Advanced standards will familiarize students with competencies required in a veterinary science career. Students will gain an in-depth understanding of large and small animal species, animal reproduction and physiology, and animal health and nutrition. Additionally, students will focus on the veterinary industry, veterinary specializations, and college preparation.

ARCHITECTURE & CONSTRUCTION:

Fundamentals of Construction

*#6073, Grades 9-10, 1 Credit, *Application Required*

Fundamentals of Construction is a foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an overview of the construction industry and an introduction to building systems and materials. Students will begin compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in their selected program of study.

Residential & Commercial Construction I

*#TBD, Grades 10-11, 1 Credit, *Prerequisites: Fundamentals of Construction & Algebra 1, **Teacher permission required*

Residential & Commercial Construction I is the second course in the Residential & Commercial Construction program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project

from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the earlier phases of building construction, including site layout, foundation systems, concrete, framing systems, and electrical systems. Students will be able to perform concrete work; frame walls, ceilings, and floors of a structure; and install proper wiring while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Residential & Commercial Construction II

*#TBD, Grades 11-12, *Prerequisites: Fundamentals of Construction, Geometry, Algebra I, & Physical Science or Principles of Technology,*

Residential & Commercial Construction II is the third course in the Residential & Commercial Construction program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the later phases of building construction including roofing systems, exterior finishing, stair framing systems, masonry systems, and plumbing systems. Students will be able to perform masonry work; frame roofs; install shingles on roofs; apply exterior finishes; and install proper piping for plumbing systems while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an introduction to heating, ventilation, and air conditioning systems, principles of the construction industry, and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Construction Practicum

*#TBD, Grades 11-12, *Prerequisites: Fundamentals of Construction and Residential & Commercial Construction I & II.*

Construction Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Architecture & Construction courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by tradesmen and contractors in the work place, students learn to refine their skills in problem solving, communication, teamwork, and project management in the completion of a course-long project. Due to the importance of on-the-job training in the construction industry, a principle aim of the practicum is to assist students with placements where on-the-job training occurs, if available, so they can begin to log hours on a worksite and gain experience prior to entering the job market, such as in pre-apprenticeships. Additionally, students are exposed to the great range of postsecondary opportunities in today's construction fields as well, in order to prepare them to make an informed decision regarding their post-high school plans. The course is highly customizable to meet local system needs. Instruction may be delivered through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing or through school

laboratory training with industry-driven project-based learning. For all projects undertaken in this course, students are expected to continue building skills related to their chosen program of study (Residential & Commercial Construction, Structural Systems, or Mechanical, Electrical, & Plumbing Systems), while also refining skills previously acquired to achieve deeper levels of mastery. In the course, students may pursue additional training and certification in a specialized area such as masonry, concrete, electricity, plumbing, HVAC, or carpentry. Upon completion of the practicum, proficient students will be prepared to pursue further study in architecture or construction, or seek additional training and employment with the aid of a portfolio documenting student work completed throughout high school.

ARTS, AUDIO/VISUAL TECHNOLOGY, & COMMUNICATIONS:

Digital Arts & Design I Honors

#6084H, Grades 9-10, 1 credit

Digital Arts and Design I is a course that provides a foundation in visual communication concepts and design strategies. Course content is designed to foster 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. Exploration of career opportunities, development of leadership, teamwork, collaborative and technical skills requisite in many aspects of life.

Topics covered include: elements and principles of design, careers, job safety and readiness, Design and Photography History, Camera basics, design and photography composition, copyright & design ethics, Adobe Design Suite, Mac computer platform, and much more. This course is designed to create a firm foundation for the project based courses Digital Arts & Design II & III. This course is also a valuable tool to help with a firm design foundation for other courses and pathways where design skills are important. Digital Art & Design focuses on the commercial aspects of art and design. Course content includes both traditional classroom and lab/project based content. The Digital Arts & Design Pathway prepares students for careers including but not limited to: Graphic Design, Graphic Communications, Illustration, Photography, Animation, Game Design, Advertising, Print or Web Journalism, Design in television and broadcasting, Design in the film industry, Marketing, Fashion Design, Web Design, Interior Design, Publishing, Design in the music industry, Graphic novel illustrators, Medical Illustrators, Computer Generated Image Designers (CGI animators and designers), Special Effects Designers, etc. College majors include but are not limited to: Art, Graphic Design, Graphic Communications, Illustration, Photography, Digital Photography, Animation, Game Design, Advertising, Journalism, Marketing, Business, Film, Fashion Design, Interior Design, and much more.

Digital Arts & Design II Honors

#6086H, Grades 10-11, 1 Credit, *Prerequisites: Digital Arts & Design I, **Teacher approval required.

This course that 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. Course content is also related to other pathways.

Digital Arts & Design III Honors

#6087H, Grades 11-12, 1 credit, *Prerequisites: Digital Arts & Design I and Digital Arts & Design II, **Teacher approval required.

Digital Arts & Design III is the third course in the Digital Arts & Design program of study. Applying design skills developed in prior courses, students will expand their creative and critical thinking skills to create comprehensive multimedia projects and three-dimensional designs. Upon completion of this course, proficient students will be able to use industry-standard software to create multimedia projects, web pages, three-dimensional models, and animations. Students will utilize research techniques to plan and enhance project outcomes. Standards in this course also include professionalism and ethics, career exploration, and business and project management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee Visual Art standards.

Print Journalism (Elective)

#3008P, Grades 10-12, *Application & Teacher Recommendations Required.

Applications are taken in the spring of the previous year. The objective of the print journalism class is to produce the Patriot yearbook. Students are responsible for planning, developing, producing, and distributing the book. The course content involves the study of page design, copy writing, use of graphics, basic and digital photography, desktop publishing, and type styles. Staff members must be willing to assume full responsibility for workshops and after-school meetings.

A/V Production I

#6049, Grades 9-10, 1 credit

A/V Production I is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in A/V (audio/visual) production occupations. Upon completion of this course, proficient students will be able to explain and complete the phases of the production process including pre-production, pro-

duction, and post-production. Students will establish basic skills in operating cameras, basic audio equipment, and other production equipment. Standards in this course include career exploration, an overview of the history and evolution of A/V production, and legal issues affecting A/V production. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee State Standards for Physical World Concepts, Physical Science, Physics, and Visual Art.

A/V Production II

#6050, Grades 10-11, 1 credit, *Prerequisite: Broadcasting I or A/V Production I

A/V Production II is the second course in the A/V Production program of study intended to prepare students for a careers in audio/visual production. Building on knowledge acquired in A/V Production I, this course advances technical skill in utilizing industry equipment related to lighting and audio, and it places special emphasis on the research and technical writing involved in planning productions. Upon completion of this course, proficient students will be able to plan, capture, and edit research-based productions of increasing complexity, individually and through collaboration in teams. In addition to more robust career preparation, standards in this course include an investigation of concerns affecting A/V production businesses, such as ethical and legal issues, technology, funding, and the organization of professional roles in various industries. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Physical World Concepts, Physical Science, and Physics.

A/V Production III

#5824, Grades 11-12, 1 credit, *Prerequisite: Broadcasting I & II or A/V Production I & II.

A/V Production III is an applied-knowledge course intended to prepare students to pursue careers and postsecondary learning in audio/visual production. Students in this course will apply knowledge and skills from previous courses in the program of study to create productions both independently and in teams, with the option of participating in a work-based learning experience for additional credit. Students will use industry equipment and technology to complete all phases of the production process, including planning, coordinating, capturing, editing, and distributing productions. Standards in this course include policies and regulations, independent and collaborative productions, distribution of media, and the production of live events. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Upon completion of this course, proficient students will be prepared for a career in audio/visual production or to transition to a postsecondary program for further study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.

Broadcast Journalism (Elective)

#3008A, Grades 11-12, *Prerequisite of English II

Students in this course are responsible for presenting the daily video announcements. All aspects of production will be explored and practiced. These include operating a video camera, producing and directing a show, designing graphics, writing scripts for the show, and anchoring.

BUSINESS MANAGEMENT & ADMINISTRATION

American Business Legal Systems

#5892H, Grades 11-12, 1/2 credit,

The American Business Legal Systems course provides students with an understanding of the legal framework in which American business functions. The students will evaluate the influence of the free enterprise system in a democratic society on daily decisions.

Banking & Finance

#5899, Grades 12, Credits 1, *Teacher Approval Required

This course designed to challenge the student with real banking and financial situations through a partnership with a local financial institution that would bring resources of mentors, seminars, and hands on experience with day-to-day operations.

Business Economics

#5898, Grades 11-12, 1/2 credit, *This course satisfies the Economics graduation requirement.

This course is an in-depth study of the fundamentals of the free enterprise system including the production, marketing, distribution, and promotion of goods and services; the role of financial institutions; and the role of government in the free enterprise system.

Business Management

#5889, Grades 11, 1 credit

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, will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Mathematics, as well as Tennessee Economic standards.

Introduction to Business & Marketing

#5905, Grades 9-10, 1/2 credit

Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities 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, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business

topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee Economics standards.

Computer Applications

#5891, Grades 9-10, 1/2 credit

This course is designed to develop computer technology skills. Students will use a variety of computer software and hardware tools and features of an electronic information network.

Personal Finance

#3766, Grades 10-12, *1/2 credit course

This course will provide a foundational understanding for making informed personal financial decisions. It is designed to 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.

Personal Finance Honors

#3766H, Grades 10-12, *1/2 credit course

This course will provide a foundational understanding for making informed personal financial decisions. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes.

Virtual Enterprise International Honors (VE)

#5900H, Grades 11-12, *Prerequisite: Teacher approval required.

This course is a simulated business environment. Students will be involved in actual on-the-job work experiences, including accounting, personnel, administration, management and marketing. The VE experience will weave together several academic disciplines and occupational subjects, which will link learning to application and real life experiences. *Successful completion of this course satisfies the Economic requirement.

COSMETOLOGY:

Principles of Cosmetology

#5983, Grades 10, 1 credit

Principles of Cosmetology is the first level of cosmetology, and it 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. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry.

Design Principles of Cosmetology

#5986, Grades 11, 1 credit, * Prerequisite: Principles of Cosmetology

Design Principles of Cosmetology 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.

Chemistry of Cosmetology

*#5984, Grades 12, 2 credit, *Early Day Block Class, **Prerequisite: Principles of Cosmetology and Design Principles of Cosmetology*

Chemistry of Cosmetology is the advanced level of cosmetology and it 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. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee State Board of Cosmetology examination for a Tennessee Cosmetology License.

CULINARY ARTS:

Culinary Arts I

#5979, Grades 10, 1 credit

This course, which is the first level of Culinary Arts, prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities and by developing food preparation and service and interpersonal skills. Laboratory facilities and experiences, which simulate commercial food production and service operations, offer school-based learning opportunities.

Culinary Arts II

*#5980, Grades 11, 1 credit, *Prerequisite: Culinary Arts I*

This course, which is the second level of Culinary Arts, prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and teamwork to manage an environment conducive to quality food production and service operations.

The Culinary Arts Competencies state student participation in FCCLA/Skills USA and catering events are an integral part of the course. During the school year, Culinary Arts students are required to meet the below-stated hours for completion of the course. Students have the opportunity to choose their assigned hours based on the events that are being catered by Culinary Arts. There will be a professional dress requirement and responsibilities that are assigned to each job/event. It is the students' responsibility to keep a signed log of their hours on the appropriate forms to be turned in at the end of the school year. 10 catering hours required.

Culinary Arts III

*#5981, Grades 12, 1 Credit, *Prerequisite: Culinary Arts II*

This course, which is the third level of Culinary Arts, serves as a capstone course. It too prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to apply the marketable culinary arts skills they have acquired by assuming increasingly responsible positions including participation in a cooperative education experience.

The Culinary Arts Competencies state student participation in

FCCLA/Skills USA and catering events are an integral part of the course. During the school year, Culinary Arts students are required to meet the below-stated hours for completion of the course. Students have the opportunity to choose their assigned hours based on the events that are being catered by Culinary Arts. There will be a professional dress requirement and responsibilities that are assigned to each job/event. It is the students' responsibility to keep a signed log of their hours on the appropriate forms to be turned in at the end of the school year. 20 catering hours required.

HUMAN SERVICES:

Introduction to Human Studies

#6137, Grades 9-10, 1 credit

Introduction to Human Studies is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. This course covers the history of counseling, career investigation, stress management, mental illness, communication, and the counseling process. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in the course are aligned with Tennessee Common Core State Standards for English Language & Literacy in Technical Subjects, as well as the Tennessee Psychology and Sociology standards, and the National Standards for Family and Consumer Sciences Education, Second Edition.

Nutrition Across the Lifespan

*#6005, Grades 10–11, 1 credit, *Prerequisite: Intro to Human Studies*

Nutrition Across the Lifespan is for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursuing a variety of scientific, health, or culinary arts professions. This course covers human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, as well as Tennessee Biology I, Chemistry I, Human Anatomy & Physiology (A&P), Scientific Research, and World Geography and the National Standards for Family and Consumer Sciences Education, Second Edition.*

Nutrition Science and Diet Therapy

*#6007, Grades 11–12, 1 credit, *Prerequisite: Intro to Human Studies and Nutrition Across the Lifespan*

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. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course align to the Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee Common Core State Standards for Mathematics, and Tennessee state standards for Biology I, Chemistry I, Human Anatomy & Physiology (A&P), and Scientific Research, as well as the National Standards for Family and Consumer Sciences Education, Second Edition.* The following

standards should be implemented throughout the course as well as suggested 30 hours of time spent in the laboratory.

Personal Finance

#5613, Grades 11–12, *Dual and Honors credit available, **1/2 credit course

Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real-world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

Early Childhood Education Careers I

#6015, Grades 10–11, *Application & Teacher Approval Required

Early Childhood Education Careers I (ECEC) is a foundational course in the Human Services career cluster. Careers in early childhood education include but are not limited to childcare providers, nannies, and preschool teachers. This course studies the foundation of childhood development services, careers, provider responsibilities and aptitudes, and fundamentals of child development. Students will create a course portfolio. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee state standards for Biology I, Psychology, and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition.

Early Childhood Education Careers II

#6016, Grades 11–12, 1 credit, *Teacher Recommendation, **Prerequisite: Early Childhood Education I

Early Childhood Education Careers II is an applied knowledge 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 in this course will observe educators in action, practice specific skills, and add personal work products to a course portfolio. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee state standards for Biology I, Psychology, and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition.

Early Childhood Education Careers III

#6017, Grades 12, *Prerequisite: Early Childhood Education II, **Teacher Recommendation

Early Childhood Education Careers III is an applied knowledge course for students interested in learning more about 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. Students in this course will participate in a work-based learning component of instruction and add work products to a course portfolio. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee state standards for Biology I, Psychology, and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition.

LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY:

Criminal Justice I

#5987, Grades 9-12

This course focuses on areas comprised of planning, managing, and providing judicial, legal, and protective services. The course is an overview of the legal justice system and builds a better understanding of the development of laws on state, federal, and international levels.

Criminal Justice II

#5988, Grades 10-11, *Prerequisite: Criminal Justice I

This course will provide students the opportunity to analyze local, state, federal, and international laws. Students will participate in mock trials and field trips with legal and protective service career emphasis. Course content will introduce new technology, effects of forensic analysis, and career opportunities.

Criminal Justice III

#5989, Grade 11-12, *Prerequisite: Criminal Justice I & II

In Criminal Justice III, students will apply knowledge gained in Criminal Justice Careers I and II through the use of research exercises. American Psychological Association (APA) research guidelines, a professional standard, will provide the format basis. The course will call upon students to engage in a variety of professionally used information-gathering techniques, including conducting interviews, making observations at courthouses, researching, formulating, and evaluating statistical data through Place-Based Learning. The individual and group activities will help students develop problem-solving and teamwork skills in conjunction with development of academic skills.* This program uses as its foundation work-place related experiences. Students are expected to travel outside the classroom as part of their research-gathering activities that will provide more context, detail, and real-life activities. This course is designed for seniors in preparation for continuing education in the areas of criminal justice careers.

ADVANCED MANUFACTURING:

Principles of Manufacturing

#5922, Grades 9, 1 credit

Principles of Manufacturing is designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Machining Technology, Electromechanical Technology, Mechatronics, and Welding. In order to gain a holistic view of the advanced manufacturing industry, students will complete all core standards, as well as standards in two focus areas. Throughout the course, they will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting. Course content covers basic quality principles and processes, blueprints and schematics, and systems. Proficient students will advance from this course with a nuanced understanding of how manufacturing combines design and engineering, materials science, process technology, and quality. Upon completion of the Principles of Manufacturing course, students will be prepared to make an informed decision regarding which Advanced Manufacturing program of study to pursue. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.

Digital Electronics

#5925, Grades 10, 1 credit, *Prerequisite: Principles of Manufacturing

Digital Electronics is intended to provide students with an introduction to the basic components of digital electronic systems and equip them with the ability to use these components to design more complex digital systems. Proficient students will be able to (1) describe basic functions of digital components (including gates, flip flops, counters, and other devices upon which larger systems are designed), (2) use these devices as building blocks to design larger, more complex circuits, (3) implement these circuits using programmable devices, and (4) effectively communicate designs and systems. Students develop additional skill in technical documentation when operating and troubleshooting circuits. Upon completion of the Digital Electronics course, students will be able to design a complex digital system and communicate their designs through a variety of media. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.

Mechatronics I

#6156, Grades 11, 1 credit, *Prerequisite: Principles of Manufacturing and Digital Electronics

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

Mechatronics II

#6157, Grade 12, 1 credit, *Prerequisite: Mechatronics I and Physics (may be taken as a co-requisite).

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

MARKETING:

Introduction to Business & Marketing

#5905, Grades 9, 1/2 credit

Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities 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, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee Economics standards.

Computer Applications

#5891, Grades 9, 1/2 credit

This course is designed to develop computer technology skills. Students will use a variety of computer software and hardware tools and features of an electronic information network.

Marketing & Management Principles I

#5931, Grades 10, 1 Credit

This course is a study of marketing concepts and principles used in management. Students will examine challenges, responsibilities and risks managers face in today's workplace. Subject matter includes finance, entrepreneurship, risk management, marketing information systems, purchasing, human resource skills, and leadership development. A credit in Marketing I may substitute for the required credit in Economics for Dual or Technical path students whose technical focus is marketing and who complete all pathway requirements.

Marketing & Management Principles I Honors

#5931H, Grades 10, 1 credit

This course is a study of marketing concepts and principles used in management. Students will examine challenges, responsibilities and risks managers face in today's workplace. Subject matter includes finance, entrepreneurship, risk management, marketing information systems, purchasing, human resource skills, and leadership development. A credit in Marketing I may substitute for the required credit in Economics for Dual or Technical path students whose technical focus is marketing and who complete all pathway requirements.

Marketing & Management Principles II

#5932H, Grades 11-12, 1 Credit

Marketing and Management II is a study of marketing concepts and principles used in management. Students will examine challenges, responsibilities and risks managers face in today's workplace. Subject matter includes finance, entrepreneurship, risk management, marketing information systems, purchasing, human resource skills, and leadership development.

Marketing Co-op

#6105, Grades 12, *Prerequisite: Marketing I

Work-based learning (WBL) is not a class. It is a method of instruction

that enhances a related class in which a student is enrolled. Credit earned in work-based learning is through the certain Marketing class in which the student is enrolled at the same time as the WBL experience. The credit is recorded as an additional credit in that class. The WBL experience does not replace the regular class instruction time. Only seniors (16 years or older) may utilize the WBL method for credit.

Retail Operations

#5938, Grades 11-12, *Prerequisite: Marketing & Management Principles II, **Teacher Approval Required

Retail Operations offers students the opportunity to learn marketing skills needed in the fast-paced world of retailing. In this course, the student will learn that retailing is a significant and vital component to the United States economy and is quickly becoming an integral part of the global economy. Throughout the course the student will be made aware of the importance of retailing in its various forms as the final step in getting products and services to consumers in the marketplace. This course may be specialized to a specific area such as fashion retailing.

Advertising & Public Relations

#5936, Grades 12, *Prerequisite: Marketing & Management Principles II

Advertising and Public Relations 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 will demonstrate proficiency in fundamental advertising and public relations concepts by creating an electronic portfolio of representative course projects demonstrating a progressive level of skills and knowledge. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee Common Core State Standards in Mathematics, as well as Tennessee Sociology and Psychology standards.

Event Planning & Management

#TBD, Grades 12, *Prerequisite: Marketing & Management Principles II

Event Planning & Management is designed to be a project-based, capstone experience in which students research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Proficient students in this course will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. The course is highly customizable to meet local needs: partner organizations may be chosen at the discretion of student teams, with the approval of the instructor and appropriate school personnel. Organizations can include local non-profits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.

MEDICAL THERAPEUTIC CLINICAL SERVICES:

Health Science Education

#5998, Grades 10, 1 credit, *Prerequisite: Biology I, **Application & Teacher Approval Required

This introductory course acquaints the student with beginning principles of health care services offered by health care systems, careers in the health care industry, the fundamentals of nutrition

and basic patient care skills. Components of human growth & development, cultural diversity, and communication skills are emphasized as they relate to the medical setting. Other units include current events in medicine, medical mat h, medical ethics, and basic first aid and CPR.

Medical Therapeutics

#5999, Grades 11, 1 credit, *Prerequisite- Health Science Education

This course provides the knowledge and skills to maintain or change the health status of an individual. It includes career research of various health care professions and their scope of practice, medical and leg al requirements, monitoring the patient status by various methods based on age, physical, and social needs. This could include careers such as dental, dietetics, medical assistance, home health, nursing, pharmacy, respiratory, social work, nutritionist, Physician, Psychiatrist, Psychologist, Veterinarian, Gerontology Service Provider, Medical Practice Owner and others. The student learns various skills including how to monitor vital signs, how to perform basic patient care, how to assess nutritional status and other skills needed in various professions.

Anatomy & Physiology

#3251/5991, Grades 12, 1 credit, *Prerequisites: Health Science Education, Biology I, & Chemistry, **This course satisfies one Science credit for graduation requirement.

Anatomy and Physiology is a course in which students will examine human anatomy and physical functions. They will analyze descriptive results of abnormal physiology and evaluate clinical consequences. A workable knowledge of medical terminology will be demonstrated.

Clinical Internship

#5993, Grade 12, 1 credit, * Teacher approval after application process **Prerequisite: Health Science Ed., Medical Therapeutics, & Anatomy/Physiology

This class is the culmination of a four-year rigorous academic program, and instructor approval is necessary prior to registration and is determined by an application process. Upcoming seniors who have successfully completed pre-requisites, exhibited strong personal and academic maturity, and have an earnest desire to explore a medical career are encouraged to apply. Clinical Internship provides students the opportunity to gain hands-on clinical experiences through job shadowing in a variety of health care settings. Higher level, critical thinking is exercised as students develop patient care skills and complete research within the context of each clinical area. Internships are available in medicine, nursing, veterinary medicine, mortuary science, radiology, dentistry, physical therapy, and others. Students will be prepared to pursue post-secondary education or enter the broadcasting industry in an entry level position. The educational laboratories will assimilate broadcast facilities in the broadcast industry.

TRANSPORTATION, DISTRIBUTION, & LOGISTICS:

Maintenance & Light Repair I

#5879 , Grades 9-10, *1 credit course

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

Maintenance & Light Repair II

#5880, Grades 10-12, 1 credit, *Prerequisite: MLRI

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

Maintenance & Light Repair III

#5881, Grades 10-12, *1 credit course, **Prerequisite: MLRI

This course prepares students for entry into Maintenance and Light Repair IV. Students study and service suspension and steering sys-

tems and brake systems. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

Maintenance & Light Repair IV

#5882, Grades 11-12, *Prerequisite: MLRI and MLRII or MLRIII

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

Course Description: English

English Courses- Summer reading is optional except for Advanced Honors and AP courses

English 1- #3001

This course will focus on reading and comprehending a variety of literature and literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. Throughout the course students will write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Attention will be given to accurately using general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. Language and conventions will be taught throughout the course through routine writing practice. Summer reading is determined at the school level. Students will take the English I TN Ready Assessment upon completion of the course.

Advanced Honors English I

#3001AH, *IB/AP students only

This course is part of the sequential program leading to the AP Language and Composition/AP Literature and Composition classes taken during the junior/senior year. In addition to the honors curriculum, this course requires a greater depth of text reading, analysis, and writing in response to text. Summer reading is determined at the school level. Students will take the English I TN Ready Assessment upon completion of the course.

English I Honors- #3001H

Designed for the accelerated student, this course will focus on a deeper reading and analysis of literature and literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. Throughout the course students will write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Attention will be given to accurately using general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. Language and conventions will be taught throughout the course through routine writing practice. Summer reading is determined at the school level. Students will take the English I TN Ready Assessment upon completion of the course.

English II- #3002

This course will focus on reading and comprehending a variety of World Literature, including fiction and literary nonfiction, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. Throughout the course students will write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Attention will be given to accurately using general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. Language and conventions will be taught throughout the course through routine writing practice. Summer reading is determined at the school level. Students will take the English II TN Ready Assessment upon completion of the course.

Advanced Honors English II

#3002AH, *IB/AP Students only

This course is part of the sequential program leading to the AP Language and Composition/AP Literature and Composition classes taken during the junior/senior year. In addition to the honors curriculum, this course requires a greater depth of text reading, analysis, and writing in response to text. Summer reading is determined at the school level. Students will take the English II TN Ready Assessment upon completion of the course.

English II Honors- #3002H

Designed for the accelerated student, this course will focus on reading and comprehending a variety of World Literature, including fiction and literary nonfiction, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. Throughout the course students will write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Attention will be given to accurately using general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. Language and conventions will be taught throughout the course through routine writing practice. Summer reading is determined at the school level. Students will take the English II TN Ready Assessment upon completion of the course.

English II Inclusion- #3002I

English III- #3003

This course will focus on reading and comprehending a chronological survey of American Literature, including fiction and literary nonfiction, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. Throughout the course students will write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Attention will be given to accurately using general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. Language and conventions will be taught throughout the course through routine writing practice. Summer reading is determined at the school level. Students will take the English III TN Ready Assessment upon completion of the course.

English III Honors- #3003H

Designed for the accelerated student, this course will focus on reading and comprehending a chronological survey of American Literature, including fiction and literary nonfiction, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. Throughout the course students will write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Attention will be given to accurately using general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. Language and conventions will be taught throughout the course through routine writing practice. Summer reading is determined at the school level. Students will take the English III TN Ready Assessment upon completion of the course.

IB English III HL

*#3004, Grades 11-12 *IB coordinator approval needed*

Students will fulfill the requirements of the IB curriculum, including an intensive analysis of English, American and World literature from a global perspective. Students will develop their understanding of literary theory and criticism and develop their expression through both written and oral discourse.

English III Inclusion- #3003I

AP English III- #3013

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in nonfiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students prepare to take the AP Literature and Composition Exam administered by the College Board to earn college credit.

English IV- #3005

This course will focus on reading and comprehending British Literature, including fiction and literary nonfiction, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. Throughout the course students will write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audience, with a focus on a major research

paper. Attention will be given to accurately using general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. Summer reading is determined at the school level.

English IV Honors- #3005AH

Designed for the accelerated student, this course will focus on reading and comprehending British Literature, including fiction and literary nonfiction, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. Throughout the course students will write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences, with a focus on a major research paper. Attention will be given to accurately using general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. Summer reading is determined at the school level.

English IV Advanced Honors- #3005H

In addition to the honors curriculum, this course requires a greater depth of text reading, analysis, and writing in response to text. Students focus on critical analyses of literature through writing assignments. Works of literary merit are read throughout the year, accompanied by an accelerated vocabulary study and a research paper on a major literary work. Summer reading is determined at the school level.

IB English IV HL- #3006

Students will fulfill the requirements of the IB curriculum, including an intensive analysis of English, American and World literature from a global perspective. Students will develop and refine their skills in literary analysis and critical thinking through detailed study of poetry and novels, with special emphasis on written as well as oral discourse.

AP English IV- #3014

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Summer reading is determined at the school level. Students prepare to take the AP Literature and Composition Exam administered by the College Board to earn college credit.

English IV- #3005G, 2 periods for December graduates.

English IV Inclusion- #3005I

English IV Dual Enrollment- #3005D, Early Day

Creative Writing (Elective)

*#3012, *Prerequisite: English II*

Creative Writing is a course in which students study, analyze, and create literary composition in a variety of genres and publish their work.

Content Area Writing- #3081W

OHS Administration will assign students to this class in lieu of electives when appropriate.

Honors Mythology- #3099

Students study the myths of Greek and Roman legend, which will provide them an understanding of allusions made to myths in literature, art, music, psychology, medicine, and advertising. This course will be especially helpful to the college-bound student who has not taken a Latin course.

Speech- #3015, Grades 10-12, *1/2 credit course.

The elective speech course offers the novice speaker a number

of opportunities to organize and prepare public speaking assignments. It also offers a "laboratory setting" for the beginning speaker to stand in front of a live audience and present his/her practiced performance. In addition to public speaking, further performance opportunities include oral public reading. Students will learn the role of communication model, spatial relationships, delivery styles, and the effectiveness of language, gestures, and organizational techniques. Daily reading assignments and class notes/handouts provide necessary information for performance and quizzes.

Course Description: Fine & Performing Arts

INSTRUMENTAL MUSIC: 4 credits max.

Symphonic Band

*#3530S, Grades 10-12, *Satisfactory completion of one credit Concert Band and/or Director approval*

The Oakland Symphonic Band is open to 10-12 grade music students who have completed one year of Concert Band or by Director approval. Students in this ensemble will develop elements of musicianship such as tone production, intonation, technical skills, reading and notating music, listening skills and analyzing music.

Students are provided with opportunities to experience live performances by professionals during and outside of the school day. In addition, students will perform a wide variety of public performances throughout the community and at various festivals and concerts. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. A limited number of rehearsals and performances may be scheduled outside of the school day. Students are encouraged to take weekly private lessons on his/her applied instrument. Members are also encouraged to audition for the Tennessee Mid-State Band clinic.

Concert Band

*#3530C, Grades 9, *Prerequisite: Satisfactory completion of a middle school or junior high instrumental program*

The Oakland Concert Band is open to 9th grade music students who have completed at least one year of a middle school or junior high school instrumental music program. Students in this ensemble will develop elements of musicianship such as tone production, intonation, technical skills, reading and notating music, listening skills and analyzing music.

Students are provided with opportunities to experience live performances by professionals during and outside of the school day. In addition, students will perform a wide variety of public performances throughout the community and at various festivals and concerts. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. A limited number of rehearsals and performances may be scheduled outside of the school day. Students are encouraged to take weekly private lessons on his/her applied instrument. Members are also encouraged to audition for the Tennessee Mid-State Band clinic.

Wind Ensemble

*#3530W, Grades 10-12, *Audition or Director Approval*

The Oakland Wind Ensemble is open to 10-12 grade music students

by audition and/or Director Approval. Students in this advanced ensemble will develop elements of musicianship such as tone production, intonation, technical skills, reading and notating music, listening skills and analyzing music.

Students are provided with opportunities to experience live performances by professionals during and outside of the school day. In addition, students will perform a wide variety of public performances throughout the community and at various festivals and concerts. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

A limited number of rehearsals and performances may be scheduled outside of the school day. Wind Ensemble students are encouraged to take weekly private lessons on their applied instrument. Members are also expected to audition for the Tennessee Mid-State Band clinic in addition to various other auditioned band clinics and festivals such as the Tennessee Tech Festival of Winds and Percussion as well as the MTSU Wind Band Conference.

Percussion Ensemble

*#3530P, Grades 9-12, *Prerequisite: Satisfactory completion of a middle school or junior high instrumental program*

The Oakland Percussion Ensemble is open to 9-12 grade percussionists who have completed at least one year of a middle school or junior high school instrumental music program. Students in the Percussion Ensemble are automatically members of the Concert Band, Wind Ensemble and Marching Band. Percussion Ensemble members will perform with these groups throughout the school year.

Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. A limited number of rehearsals and performances may be scheduled outside of the school day. Percussion Ensemble members are encouraged to take weekly private lessons on their applied instrument. Members are also expected to audition for the Tennessee Mid-State Band clinic in addition to various other auditioned band clinics and festivals such as the Tennessee Tech Festival of Winds and Percussion as well as the MTSU Wind Band Conference.

Color Guard (Flags, Rifles and Sabers)

*#3530G, Grades 9-12, *Audition*

This is a performance course that is a direct extension of the Oakland Band program. This course is only open to members of the Marching Band Color Guard (Flags, Rifles, and Sabers). Students in this class participate in the Marching Band during the first semester performing at local, state, regional and national competitions, football games, and in area parades. Activities utilize a wide variety of

materials and experiences and are designed to develop techniques appropriate within the Color Guard genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. All Color Guard members must be enrolled in the Color Guard class in order to participate. Some exceptions may apply by Director Approval only.

Beginning Band

#3530B, Grades 9-12

The Oakland Beginning Band is open to any student wishing to learn a band instrument. Students in this ensemble will develop elements of musicianship such as tone production, intonation, technical skills, reading and notating music, listening skills and analyzing music. Students will learn skills necessary in performing his/her instrument.

Vocal Music: 4 credits max.

Women's Chorale

*#3531A, Grades 9-12 *Audition required*

This is the premier female vocal ensemble at Oakland High School. Students should have previous choral experience or permission of instructor to enroll. Enrollment is limited to 36 students. This class is designed to focus on the female voice and repertoire for women only. There is continued study in music reading, part singing, vocal development, and performance skills. Music for this ensemble will encompass all styles and periods from the Renaissance to the present. The ensemble will perform throughout the year with significant mandatory after-school commitments, absence from which may negatively affect a student's grade. Students are expected to audition for Mid-State and All-State choirs. Private vocal instruction is encouraged, but not required. Concert attire must be purchased, but this cost may be curtailed through fund raisers.

Chamber Choir

*#3531C, Grades 9-12 *Audition required*

This is the premier mixed gender vocal ensemble at Oakland High School. Enrollment is limited to 24 students. Students should have previous choral experience or permission of instructor to enroll. There is continued study in music reading, part-singing, vocal development and performance skills. Music for this ensemble will encompass all styles and periods from the Renaissance to the present. The ensemble will perform throughout the year with heavy mandatory after-school commitments, absence from which may negatively affect a student's grade. Students are expected to audition for Mid-State and All-State choirs. Private vocal instruction is strongly encouraged. Concert attire must be purchased, but this cost may be curtailed through fund raisers.

Concert Choir

Grades 9-12

Concert Choir is a non-auditioned mixed-gender choral ensemble for freshmen through seniors. Enrollment is limited to 60 students. This choir learns and builds on fundamentals of singing, reading music, and choral repertoire. No prerequisite musical knowledge or prior musical experience is required; however, a genuine interest in learning broadly about all facets of music is expected. Music for this ensemble will encompass all styles and periods from the Renaissance to the present. The ensemble will perform throughout the year with minor—but mandatory—after-school commitments, absence from which may negatively affect a student's grade. Concert attire must be purchased, but this cost may be curtailed through fund raisers.

Musical Theatre

*#3524M, Grades 10–12, *Prerequisite: Theatre I or any choral ensemble, **Audition required*

A team-teaching and collaboration of theatre and music teachers meet the state standards incorporating comparison and integration of art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. Students will read and notate music, sing alone and with others, perform a varied repertoire of music, and act by developing, communicating, and sustaining characters in improvisations and informal or formal productions. Prerequisite of Theatre I or any choral ensemble. An audition is required

NON-PERFORMANCE MUSIC:

Music Theory

#3514, Grades 9-12

Students taking this course develop skills in the analysis of music and theoretical concepts. Students will develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. Students have the opportunity to experience live performances by professionals during and outside of the school day.

General Music

Grades 9-10

Students taking this course develop skills in the analysis of music by listening to music, by learning about composers and performers, by learning basic skills in musical literacy, and by experiencing musical activities such as singing and playing instruments. Students will receive detailed instruction in other elements of music, including but not limited to music in relation to history, culture, the other arts, and the other academic areas; composition; and improvisation. While the primary focus of the course will be on Western art music, students will also explore music of other world cultures and American popular music, including but not limited to blues, swing, jazz, rock, pop, and contemporary. Students have the opportunity to experience live performances by professionals and fellow students during and outside of the school day, and they will be required to see at least one live performance outside of school per semester. The majority of the work will be focused on listening to and writing about music through papers and listening journals. No prerequisite musical knowledge or prior musical experience is required; however, a genuine interest in learning broadly about all facets of music is expected. 1 Fine Arts credit.

IB Music SL/HL

*#3518A, Grade 11 -Instrumental; #3518B, Grade 12 -Instrumental
#3518C, Grade 11 -Vocal; #3518D, Grade 12 -Vocal*

IB Music SL is offered concurrently with either Wind Ensemble (#3530W) or Chamber Choir (#3531C). As such, students must possess the performance abilities and pass the audition for these ensembles before seeking entrance to the IB Music Course. IB Music HL is offered during Period 0 (Early Day) in addition to the ensemble times listed above. The class consists of Musical Perception and Analysis along with the following: Creating/Composition (SLC, HL); Solo Performance (SLS, HL); and/or Group Performance (SLG). Standard Level (SL) students must choose one of the three above. Higher Level (HL) students must complete the Creating and Solo Performance sections. Ensemble & Solo music making will allow students to develop creatively their knowledge, abilities, understanding and

skills through performance. Students will also develop use of appropriate musical language and terminology to describe and reflect their critical understanding of music. Students will strengthen their development of perceptual skills in response to music and their knowledge and understanding of music in relation to time and place.

Students who seek entrance into the IB Music SL/HL program are recommended to complete one course of Basic Music Theory within their Freshman or Sophomore year. These students will then complete the IB Music SL/HL course during their Junior & Senior years. This course will give students the opportunity to explore and enjoy the diversity of music throughout the world. Students will learn to recognize, speculate, analyze, identify, discriminate and hypothesize in relation to music. This class will include the requirements set forth by the IBO: the study of the Prescribed Work(s); the study of Musical Genres and Styles; and, the completion of the Musical Investigation. SL students will complete the Group Performance (SLG) requirements in Band, Choir or another ensemble approved by the IBO. SL & HL students must submit recordings from two or more public performances for Solo & Group Performances. Private instruction on the IB student's applied instrument is highly recommended.

THEATRE ARTS: 4 credits max.

Theatre Arts I

#3520, Grades 9-12

Drama I students focus on dealing with stage fright and using the body as an interpretive and communicative tool. Individual and group performances are included. The objectives of Drama I include promoting self-esteem, developing interpretive and creative thinking skills, and promoting team-work. Students will study, critique, perform, and participate in a variety of theatre-based learning experiences. We will study theatre history, acting methods, Reader's Theatre, and plays along with a performance in the Annual Variety Show jointly produced with the Choral Department. The Variety Show is mandatory and will have after-school performances and rehearsals which students must participate. Incoming freshmen may register.

Theatre Arts II

#3521, *Prerequisite: Theatre I, **This class is by audition only,

This class goes more in depth with opportunities to practice the craft of acting, study plays, perform monologues and scenes, practice theatrical makeup (corrective, middle age & old age), and participating in the Annual Variety Show (which is mandatory & requires after-school rehearsal). Students must also critique one theatrically sponsored show per semester, as well as work one show per semester.

Theatre Arts III

#3522, *Prerequisite: Theatre I & Theatre II, **This class is by audition only.

This class requires multiple performances and extensive after-school rehearsals. Students will participate in the Annual Variety Show, the Fall Show, play "Santa" to the Pre-school class, and Thursday Night Live. Students will also study film, perfect acting skills, write & study plays, and experience theatre in various forms. Students must critique one theatrically sponsored show each semester.

Theatre Arts IV

#3523, *Prerequisite: Theatre III, **This class is by audition only.

This class requires multiple performances and extensive after-school rehearsals. Students will participate in the Annual Variety Show, the Fall Show, play "Santa" to the Pre-school class, and Thursday Night

Live. Students will also study film, perfect acting skills, write & study plays, and experience theatre in various forms. Students must critique one theatrically sponsored show each semester. Students will research a famous actor/actress from the Golden Age of Hollywood for a Senior Project.

IB Theatre HL

#3546/3547, *Prerequisite: Theatre I & II

The aims of the program in Theater Arts are to help students understand the nature of the theater; to understand it by making it as well as by studying it; to understand it not only with their minds but with their senses, their bodies and their emotions; to understand the forms it takes in cultures other than their own; and through this understanding better understand themselves, their society and their world. Students in this course engage in four areas of theatrical studies: 1) development of performance skills, 2) world theater studies, 3) practical play analysis, and 4) actual theater production. Higher level students will also be required to complete an individual project. IB students must also participate in 3 different productions in 3 different capacities over the 2 year course.

VISUAL ARTS: 4 credits max.

Visual Art I

#3501, Grades 9-12

Visual Art I is a broad-based introductory course that stresses art elements and principles of design. Art I includes all studio areas of production, aesthetics, art history, and criticism. Topics include: Painting, Drawing, Sculpture, Print-making, Aesthetics, Art from the Past.

Visual Art II

#3502, Grades 10-12, *Prerequisite: Visual Art I

This class will focus on two-dimensional and basic sculptural construction techniques emphasizing, creative thinking, critical thinking and problem solving. Various drawing, painting and screen printing techniques will be explored. Wheel thrown pottery and hand-building clay vessels will also be covered.

Visual Art III

#3503, Grades 10-12, *Prerequisite: Visual Art II

Drawing, Pencil, Colored Pencil, Conte' Crayon, Pen and Ink, Markers, Chalk, watercolor, acrylic, and oil painting, screen-printing. Expand on concepts of sculpture construction such as metal work, wood and stone carving, as well as more in-depth study of clay with relation to potter's wheel and hand building.

Visual Art- Photography

#3503P, Grades 10-12, * Prerequisite: Visual Art II

This class will focus on the basic techniques of photography that explore composition and technique using film and digital cameras. Images will be produced using traditional, as well as historic, darkroom practices combined with more modern computer applications.

Visual Art-Photography II

#3504P, Grades 12, *Prerequisite: Photo I

This class will focus on more advanced techniques of photography that build on Photo I skills. Students will explore larger formats of film and more advanced levels of digital photography.

Visual Art IV

#3504, Grades 10-12, * Prerequisite: Visual Art III

Concentration on previous art skills with more in-depth study of college bound techniques. Students will develop portfolios for college.

IB Visual Arts SL

#3437, Grades 10-12, *Prerequisites: Visual Art I and Visual Art II

IB Visual Arts is designed to give students with some previous art experience a chance to develop more deeply an independent exploratory attitude towards art production and an active investigative approach towards art history. Students will engage in critical

evaluations of their own works as they grow towards finding their own unique artistic voice that is enriched by historical studies and an introspective look at their current environment. Course work will consist of developing and producing original artwork and independent research and development of ideas in an investigation workbook.

Course Description: Foreign Language

Spanish I

#3021, Grades 9-12

Spanish 1 focuses on the development of beginning reading, writing, listening, and speaking skills. Students learn basic vocabulary used in everyday conversations and the grammar needed to conduct simple dialogues. Students work individually, in pairs, and in small groups to practice language skills and to study the cultures of the Spanish-speaking countries. Students learn through a variety of methods including research projects, guest speakers, videos, and hands-on learning, as well as traditional book /classroom work.

Spanish I Honors

#3021H, *Required level for IB Diploma Candidates

This is similar to Spanish 1 above, but incorporates a faster pace of oral and written language acquisition in order to allow time for higher level communication activities. Students are given more opportunities to use the language in more advanced situations in order to develop speaking, reading, listening, and writing skills needed in preparation for rigorous testing that will come in the IB classes. Language acquisition activities often relate to different aspects of Hispanic culture so that linguistic and cultural learning are intertwined. The class is conducted in Spanish as much as possible as students work toward becoming effective communicators.

Spanish II

#3022, Grades 9-12, *Prerequisite: Spanish I

Spanish 2 continues the development of speaking, reading, listening, and writing skills in a variety of tenses with an increased vocabulary. Comprehension and discussion of selected reading passages are incorporated. The student will continue to study the culture and history of the Spanish-speaking world. The target language is used as much as possible with English used to insure that all students understand the material presented.

Spanish II Honors

#3022H, *Required level for IB Diploma Candidates

This is a continuation of Spanish 1 Honors designed for the accelerated student. The study of grammar and vocabulary is continued, while emphasis is placed on advanced speaking, reading, writing, and listening activities, always incorporating cultural study. The class is conducted almost exclusively in Spanish.

IB Spanish SL

#3065S, *Prerequisite: Advanced Honors Spanish 1 and 2, **Required level for IB Diploma Candidates

This is an advanced course (3rd year of study) designed to elevate the level of Spanish knowledge, both cultural and linguistic, to meet the standards as set by the International Baccalaureate Organization. It is conducted in Spanish. The class focus is on advanced writing, reading, and speaking skills, with acquisition of a deeper understanding and ap-

preciation of Hispanic culture and its place in the world. An advanced level of knowledge of Spanish is required to successfully complete the coursework.

Spanish 3/4

#3027AH, *Prerequisite: Spanish 1 and 2 or native speakers

These courses are for those students who already have ability to understand and use spoken Spanish. They are designed to help the students to improve their reading and writing skills with advanced vocabulary and grammar. Students will use the language to increase their understanding and appreciation of Hispanic literature, history, and culture.

Latin I Honors

#3031H, Grades 9-12

This course is designed to give students an overall grasp of how to learn a foreign language. It begins the sequence of Latin for the New Millennium. Students will develop a basic working vocabulary and understanding of basic grammar as a foundation for further study. The material includes studies of several classical Latin texts. The study of Latin aides students in developing a better understanding of English vocabulary and grammar as well.

Latin II Honors

#3032H, *Prerequisite: Latin I

This course continues the sequence of Latin for the new Millennium in which students gain greater breadth and depth of vocabulary and grammar. Latin texts from the Medieval period through the industrial revolution are covered.

Latin III Advanced Honors

#3033AH, *Prerequisite: Latin II

Using the knowledge acquired from levels 1 and 2 students may work with the teacher to choose a course of study to enhance their Latin experience. After mastering the advanced points of grammar and vocabulary, students may choose from a variety of authors to study including Vergil, Plautus, Ovid, Catullus, Caesar, Cicero, Bede, Abelard, and Geoffery of Monmouth. This class is a more complete survey of Latin literature in all its forms.

Latin IV Advanced Honors

#3034AH, *Prerequisite: Latin III

Frequently an independent study class, students pick an author on which to concentrate, and work through the passages in depth. Authors from 3rd year may be explored more fully, and the student will build toward fluency with the language, having mastered grammar and vocabulary in previous years.

IB Latin SL-I

#3065L, *Required level for IB diploma candidates

This is an advanced course (3rd year of study) designed to elevate the level of cultural and linguistic knowledge to meet the standards set by

the IB Organization.

IB Latin SL-II

*#3065L, *Required level for IB diploma candidates*

This is an advanced course (4th year of study) designed to continue to elevate the level of cultural and linguistic knowledge to meet the standards that will be tested in a series of rigorous exams, both written and oral, most of which will be graded externally by the IB Organization. This course aspires to produce internationally-minded students capable of being successful on a global scale because of their understanding and appreciation of other cultures and their ability to effectively communicate.

French I

#3041, Grades 9-12

French 1 focuses on the development of beginning reading, writing, listening, and speaking skills. Students learn basic vocabulary used in everyday conversations and the grammar needed to conduct simple dialogues. Students work individually, in pairs, and in small groups to practice language skills and to study the cultures of the French-speaking countries. Students learn through a variety of methods including research projects, guest speakers, videos, and hands-on learning, as well as traditional book / classroom work.

French I Honors

*#3041H, *Required level for IB Diploma Candidates*

This is similar to French 1 above, but incorporates a faster pace of oral and written language acquisition in order to allow time for higher level communication activities. Students are given more opportunities to use the language in more advanced situations in order to develop speaking, reading, listening, and writing skills needed in preparation for rigorous testing that will come in the IB classes. Language acquisition activities often relate to different aspects of French culture so that linguistic and cultural learning are intertwined. The class is conducted in French as much as possible as students work toward becoming effective communicators.

French II

#3042, Prerequisite: French 1

French 2 continues the development of speaking, reading, listening, and writing skills in a variety of tenses with an increased vocabulary.

Comprehension and discussion of selected reading passages are incorporated. The student will continue to study the culture and history of the French-speaking world. The target language is used as much as possible with English used to insure that all students understand the material presented.

French II Honors

*#3042H, *Required level for IB Diploma Candidates*

This is a continuation of French 1 Honors designed for the accelerated student. The study of grammar and vocabulary is continued, while emphasis is placed on advanced speaking, reading, writing, and listening activities, always incorporating cultural study. The class is conducted almost exclusively in French.

IB French SL-I

*#3065F, *Required level for IB Diploma Candidates*

This is an advanced course (3rd year of study) designed to elevate the level of French knowledge, both cultural and linguistic, to meet the standards as set by the International Baccalaureate Organization. It is conducted in French. The class focus is on advanced writing, reading, and speaking skills, with acquisition of a deeper understanding and appreciation of French culture and its place in the world. An advanced level of knowledge of French is required to successfully complete the coursework.

IB French SL-II

*#3066F, *Required level for IB Diploma Candidates*

This is an advanced course (4th year of study) designed to continue to elevate the level of cultural and linguistic knowledge to meet the standards that will be tested in a series of rigorous exams, both written and oral, most of which will be graded externally by the IB Organization. This course aspires to produce internationally-minded students capable of being successful on a global scale because of their understanding and appreciation of other cultures and their ability to effectively communicate in a second language.

Mandarin

*#?, *Dual Enrollment with MTSU*

See your counselor for details.

Course Description: English as Second Language (ESL)

English as a Second Language (ESL)

English as a second language follows the state of Tennessee curriculum framework. Instruction starts where the student needs to begin, perhaps with basic survival skills. Instruction in Standard English continues in the areas of speaking, reading, writing, understanding spoken English. American cultural practices, customs and more are discussed. Non-English speakers may get 2 credits in English.

ESL English I- #3001ESL

ESL English II- #3002ESL

ESL Content Reading- #3081ESL

ESL IA- #3075A

ESL IB- #3075B

ESL IIA- #3075C

ESL IIB- #3075D

ESL III- #3075E

ESL IV- #3075F

ESL V- #3075G

ESL World Geography- #3075H

Course Description: Health & PE

Maximum 4 credits in addition to lifetime wellness and JROTC

Wellness Health

#3303H, Grades 9-12 *1/2 credit

This class is combination of classroom work and physical fitness. The course content consists of seven interrelated strands which include the following: nutrition, personal fitness and related skills, mental health, disease prevention and control, substance use and abuse, sexuality and family life, and first aid. Personal fitness and nutrition are emphasized and integrated throughout the course. Students are provided opportunities to explore how content areas are inter-related. Students acquire knowledge and skills necessary to make informed decisions regarding their health and well-being throughout their lifetime.

Wellness Physical Education

#3303P, Grades 9-12 *Cost: \$4.00 for P.E shirt and \$4.00 for lock with a \$2.00 refund when lock is returned, **1/2 credit

The numerous activities in the physical education program include daily warm-ups for each student, followed by individual and team sports. These activities provide carry-over values for leisure time activities. Students are required to dress out in gym clothes purchased through the P.E. dept. The physical education requirement may be met by substituting an equivalent time of physical activity in other areas.

Drivers Education

#3321, Grades 10-12, *Prerequisite: At least 15 years of age before or during the semester of enrollment

Drivers Education includes a minimum of thirty class hours of instruction and six hours of experience behind the wheel. Current problems on the highway are presented along with laws governing highway use. The primary objective is to make the student a safe, responsible, and defensive driver.

Army Junior Officer Training Corps (JROTC)

***Note: two credits in JROTC will substitute for one credit of Wellness Health & PE, three credits will substitute for Government and Financial Preparedness.*

The Army JROTC program curriculum consists of four (4) courses of leadership education training (LET 1-4) offered each year. Successful completion of at least three units of credit (LET 1-4) in the JROTC program will qualify the student for advanced placement in a college senior ROTC program or accelerated promotion in the military services. Students will be required to wear an Army dress uniform once a week. The curriculum is designed to teach students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self discipline. Additionally, JROTC prepares students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

LET 1-Basic Development

#3331, Grades 9-12

This first term of JROTC curriculum develops better citizenship, self-reliance, leadership and responsiveness to constituted authority in

each student. Additionally, students gain knowledge of basic military skills, an appreciation of the role of the Armed Forces in support of the national objectives, an appreciation of the importance of physical education to the accomplishment of these objectives and lifelong skills of character and discipline.

LET-2 Advanced Leadership Development

#3332, Grades 10-12, *Prerequisite-JROTC LET 1

The second year of the JROTC program will prepare the student to become a better leader within the cadet battalion. Techniques of communication are highlighted to enhance the student's ability to convey a message through writing and instructing. Leadership skills training are taught to focus on leadership values and good judgment. Career opportunities are explored through both military and civilian channels.

LET 3- Advanced Leadership Development

#3333, *Prerequisite: JROTC LET 2

The third year of JROTC further involves students as leaders. In developing leadership skills, students will learn: 1) to display leadership potential through problem-solving and supervisory situations and 2) to demonstrate the basic management skills and decision making process. As a LET 3 cadet, a student will be required to demonstrate all aspects of close order drill to junior cadets. Cadets receive training in financial preparedness through the National Endowment for Financial Education.

LET 4- Expanded Leadership Development and Mentoring

#3334, Grades 11-12, *Prerequisite: JROTC LET 3

The fourth term of JROTC will primarily emphasize the practical application of the cadet's leadership duties and responsibilities within Oakland High School and the cadet battalion. The course focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. This course also provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion's organizational structure.

PE Baseball- #3301BB

Weight Training Male Athletes- #3302MA

Weight Training Female Athletes- #3302FA

Weight Training Football Varsity- #3302V

Weight Training Football JV- #3302JV

Weight Training S1 Football- #3302FB, *1/2 credit course

Wellness Male Athletes- #3303MA, Grade 9

Wellness Female Athletes- #3303FA, Grade 9

Wellness Football- #3303FB, Grade 9

Wellness Baseball- #3303BB, Grade 9

Course Description: Mathematics

Students will be placed in a math sequence based on their projected ACT. For planning four programs, students will begin with the recommended math and go in the math sequence for 4 years. ****Please note that Algebra II and Geometry may be taken in reverse sequence, depending on the course of study and scheduling needs. ALL OTHER COURSES MUST BE TAKEN IN SEQUENCE.**

Content Math- #3081M

Integrated Mathematics I

#3132, Grade 9

This course is the first of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives.

Algebra IB- #31024, 10th grade, Semester 1, *1/2 credit

Algebra II

#3103, Grades 9-12

This course includes the following information: matrices, linear programming, three variable systems, three dimensional graphing, three variable inequalities, permutations, combinations, prediction lines, lines of best fit, normal distribution, exponential functions, logarithmic functions, radicals, complex numbers, translation of functions, quadratic functions, high order functions, rational functions, inverse functions, and trigonometry. Teaching strategies include cooperative learning, hands-on application. (Note: The student will take an End-of-Course exam upon completion.)

Algebra II Honors

#3103H, Grades 9-12, *Prerequisite: Algebra I

This course has the same curriculum as Algebra II, but is taught with more depth and at a faster pace. Some pre-calculus concepts are introduced at this level. (Note: The student will take an End-of-Course exam upon completion.)

Advanced Honors Algebra II

#3103AH, Grades 9-10, *IB/AP program students only

Summer work as stipulated by the high school is required for this course. More depth and a faster pace are expected at this level. Many pre-calculus and trigonometric concepts are investigated. The students are expected to be self-motivated and capable of working independently and in groups. The student can expect to be assigned problems with minimum guidance from the teacher. (Note: The student will take an End-of-Course exam upon completion.)

Geometry

#3108, Grades 10-12

This course includes coordinate geometry, transformations, the concepts of points, lines, planes, angles, parallel and perpendicular lines, logical reasoning, triangles, quadrilaterals, polygons, polyhedral, circles, spheres, cylinders, and cones. The student is asked to investigate and draw conclusions based on the investigations. Teaching strategies include technology, hands-on, and applications. (Note: The student will take an End-of-Course exam upon completion.)

Geometry-Honors

#3108H, Grades 10-12

This course includes the same concepts taught in geometry but with more depth and at a faster pace. Some Algebra II, Trigonometry, and Pre-Calculus are included. (Note: The student will take an End-of-Course exam upon completion.)

Advanced Honors Geometry

#3108AH, Grades 9-10, *IB/AP program students only

Summer work as stipulated by the high school is required for this course. More depth and faster pace is expected in this class. The student must be self-motivated and capable of independent work or group work. The student can expect to be assigned problems to work with a minimum amount of guidance from the teacher. (Note: The student will take an End-of-Course exam upon completion.)

Geometry IB- #31085, Grades 9-12

Geometry IA- #31086, Grades 9-12

Algebra & Trigonometry

#3124, Grades 10-12, *Prerequisite: Algebra 1, Algebra 2, and Geometry

This course prepares the student to take the ACT and will help the student have a better understanding of Algebra II and Geometry. The topics covered in this course are applications of trigonometry, trigonometric functions, understanding functions, applications of matrices, and sequences and series.

Pre-Calculus Honors

#3126H, Grades 11-12 *Prerequisite: Advanced or Honors Algebra I & II

The topics in this course are trigonometry, conics, statistics, and understanding of all functions, exponential functions, and logarithmic functions, sequences and series, matrices, and limits. When this course is complete, the student will be able to go into Calculus.

Pre-Calculus Advanced Honors

#3126AH, Grades 11-12 *Prerequisite: Advanced Honors Algebra II

The topics in this course are trigonometry, conics, statistics, and understanding of all functions, exponential functions, and logarithmic functions, sequences and series, matrices, and limits. When this course is complete, the student will be able to go into Calculus.

Advanced Placement Calculus AB

#3127, Grades 11-12 *Prerequisites: Algebra I, Algebra II, Geometry, and Pre-calculus

The topics outlined by the College Board are as follows: functions, graphs, limits, derivatives, and integrals. Students have the option of taking the nationwide Advanced Placement Examination administered by the College Board.

Advanced Placement Calculus BC

#3128, Grades 11-12 *Prerequisites: Algebra I, Algebra II, Geometry, and Pre-calculus

An advanced Calculus course. All of the AB topics will be covered in addition to analysis of planar curves in parametric, polar and vector forms; Numerical solutions to differential equations using Euler's method; using L'Hopital's Rule; Antiderivatives by parts and simple partial fractions; Improper integrals; solving logistic differential equations; and Polynomial Approximations and Taylor series. This

course should only be taken with teacher approval.

Advanced Placement Statistics

#3129, *Prerequisite: Algebra II

This course acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real-world data. Computers and calculators will allow students to focus deeply on the concepts involved in statistics. This course prepares students for the Advanced Placement examination in Statistics.

Honors Statistics

#3136H, *Prerequisite: Algebra II

Through the investigation of meaningful problems students will represent, describe, explore, and analyze data; perform statistical experiments including deciding what and how to measure; plan a study; anticipate patterns; produce models; use probability and simulation; confirm models, and explore statistical inference.

IB Math Studies SL

#3140, Grades 11 or 12

This course is for students with varied mathematics backgrounds and abilities. More specifically, it is designed for the students who do not consider math a strength and those who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic mathematical processes.

IB Mathematics SL 3/ SL 4

#3138, Grades 11

This course is for students with a good background in mathematics and who are competent in previous mathematical concepts. More specifically, it is designed for the students who do not plan to major in math or a math related field, but who do anticipate a need for mathematics in their future careers and studies. Students with an interest in possibly studying science or technology should take this course. Students taking this course need to be already equipped with fundamental skills (particularly in Algebra). Course includes topics: Functions, Sequences and Series, Quadratics, Exponentials, Logarithms, Binomial Theorem, Unit Circle Trigonometry, Trigonometric Equations and Identities, and Matrices and Vectors in 2 and 3 Dimensions.

IB Mathematics HL3

#3104, Grades 11, *AP Statistics is STRONGLY encouraged as a prerequisite.

This course is for students with a very good background in mathematics and who are competent in previous mathematical concepts. More specifically, it is designed for the students who do plan to major in math or a math related field, or anticipate a need for mathematics in their future careers and studies. Students with an interest in possibly studying science, technology, engineering, mathematics, or other math related field should take this course. Students taking this course need to be already equipped with fundamental skills (particularly in Algebra). Two year course includes the following topics: Functions, Sequences and Series, Quadratics, Exponentials, Logarithms, Binomial Theorem, Unit Circle Trigonometry, Trigonometric Equations and Identities, Matrices and Vectors in 2 and 3 Dimensions, mathematical induction, and complex numbers (including De Moivre's Theorem). In addition a thorough study of differential and integral calculus with applications (areas, volumes, differential equations, rectilinear motion, related rates, curve sketching) and statistics (binomial, Poisson, Normal, and Chi-squared distributions, calculating confidence intervals for means and proportions, significance and hypothesis testing) will be taught.

Discrete Math

#3135, *Prerequisite: Algebra II

Discrete math is a real world math class designed to show students how math is used in everyday life. Students will learn reasoning strategies, truth tables, voting methods, number theory, basic statistics and probability, graph theory, and financial math. ACT review will occur before the October test.

Bridge Math

#3181, Grade 12, *Prerequisite: Geometry and Algebra II with teacher recommendation

This course is designed for students who have scored less than 19 on ACT and was designed by college level developmental studies teachers. Certain basic, but essential mathematical skills are required in order to prepare all students for life beyond high school. These particular skills will be developed in an environment that promotes learning beyond skill and drill techniques. These new skills will be introduced in conjunction with appropriate mathematical concepts and will be related to previous learning. Applications of these skills will play a principal role in the learning and assessment process. Technology will be used to strategically enhance the student's understanding of core concepts via the use of multiple problem solving strategies.

Course Description: Resource/ Special Education

Life Skills Program

Life Skills classes are for those students with moderate to severe disabilities. Emphasis of this program is placed on functional and vocational skills needed for independent living. Curriculum incorporates functional academic, daily living, personal-social and occupational goals and objectives. This program includes transition services to prepare students for work and other post-secondary issues.

Psychological Evaluations

School psychologists provide evaluations to students to deter-

mine initial and continued eligibility for special education services. Schools psychologists attend IEP meetings of eligible students to interpret testing results and to provide educational recommendations.

Resource English 1- #9111A

Resource English 2- #9111B

Resource English 3- #9111C

Resource English 4- #9111D

RISE Math- #9408M

RISE Science- #9408S

RISE English- #9408E

RISE Social Studies- #9408S

RISE Planning for Transition- #9499B

General Studies- #9113

Math Labs- #9111

Reading Labs- #9111

Transition to Adulthood- #9499A

Self-Advocacy- #9350

Career Prep 1- #9498A

Career Prep 2- #9498B

TRC- #9498TRC

Course Description: Science

Students will be placed in appropriate levels in science based upon their grade level and their performance in previous science and math classes. Performance on past standardized test scores may also be used. All information used will be made available to parents at their request.

Physical Science

#3202, Grade 9-10

Physical science is a course that explores the relationship between matter and energy. Students investigate force and motion, the structure and properties of matter, the interactions of matter, and energy. Students will be expected to experience the content of Physical Science through inquiry learning. Conservation of matter and energy is an underlying theme throughout the course.

Physical Science Honors

#3202H, Grade 9-10

Honors Physical Science includes the same areas of study as Physical Science but is designed for the accelerated student who is able to apply algebraic and problem solving skills. Students will be expected to experience the content of Physical Science through inquiry learning in both classroom and laboratory settings. Group and individual projects, library research, and other college related skills are developed and practiced. Honors Physical Science provides a foundation for advanced studies in chemistry and physics.

Biology I

#3210, Grade 9-10

This course provides the student with an understanding of the diversity and unity of living things by studying cell structure and function, photosynthesis, genetics, plant physiology, classification of organisms, microbiology, body systems of invertebrates and vertebrates, and ecological relationships. The students will have an opportunity to develop a curiosity for science through laboratory work.

Biology I Honors

#3210H, Grade 9-10

This course will cover the same topics in more detail as the regular biology course.

Advanced Honors Biology I

#3210AH, Grades 9-10, *IB/AP only

This course will cover the same topics in more detail as the regular biology course with an emphasis on IB teaching strategies.

Resource Biology A- #32105

Resource Biology B- #32106

IB Biology HL 3/ HL 4

#3218, Grades 11 & 12

This course is intended to prepare students, through two years of coursework, for the IB Examination of a Higher Level Biology course in the 12th grade. Through this course the students will develop a fundamental knowledge of a limited body of facts. However, the students will gain a broad understanding of the principles of Biology and their applications throughout the world. The students are also expected to conduct a minimum of 45 hours of laboratory research. This component of the class is utilized as the internal assessment grade for Biology HL. Finally, all biology students will be required to complete the Group 4 project in which students integrate their personal research with other scientific disciplines offered at the school.

Chemistry

#3221, Grades 10-11, *Prerequisite: Algebra I & Biology I or Physical Science

Chemistry I is a laboratory science course in which students study the composition of matter and the physical and chemical changes it undergoes and the environment in which these changes take place. In this course, students will use science process skills to investigate the fundamental structure of atoms, the way they combine to form compounds, and the interactions between matter and energy. Students will explore chemistry concepts through an inquiry approach as it relates to the interaction between chemistry, the environment, and everyday life.

Chemistry I Advanced Honors

#3221AH, *Prerequisite: Biology I and Algebra I, **IB/AP only

Advanced Honors Chemistry includes the same areas of study and expectations as Honors Chemistry I. This course is designed for those students who intend to graduate with at least four (4) credits in science. Students will be exposed to greater challenges and depth in science. Students will be exposed to greater challenges and depth than Honors Chemistry I.

Chemistry I Honors

#3221H, Grades 10-11, *Prerequisite: Algebra I & Biology I or Honors Physical Science.

Honors Chemistry is a more advanced study of chemistry. The student will be involved in independent research, projects, and competitions. Students are expected to apply information, calculations, and higher-level thinking skills to demonstrate a more in-depth understanding of chemistry.

IB Chemistry SL

#3223, Grades 11-12, *IB students only.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigation skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is

a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Physics Honors

#3231H, Grades 11-12, *Prerequisites: Algebra II or Geometry

Physics is the study of the relationship between matter and energy and how they interact. Using the inquiry method, students will investigate mechanics, thermodynamics, waves and sound, light and optics, electricity and magnetism, and atomic and nuclear physics. Students will operate as individuals and group members in a technology and laboratory rich environment.

Anatomy and Physiology- Honors

#3251, *Prerequisite: Biology I and Honors Chemistry I

Anatomy and Physiology is the study of the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Through laboratory investigations, students will study anatomical orientation, support and movement, integration and regulation, transportation, absorption and excretion, and reproduction, growth and development. The study of anatomy and physiology prepares students for a variety of pursuits such as health care, sports, and fitness careers, as well as taking an active part in their own health and wellness.

Ecology- Honors

#????, Grades 11-12, *Prerequisite: Biology I, Chemistry I or Physics

Honors Ecology is an advanced course that enables students to develop an understanding of the natural environment and the environmental problems the world faces. Using group laboratory and field experiences, students will investigate the following: fundamental ecological principles, human population dynamics, natural resources, energy sources and their use, human interaction with the environment, and personal and civic responsibility. Particular emphasis will be placed on local environments. Students will develop an environmental awareness as a basis for making ethical decisions and career choices.

Environmental Science

#3260, Grades 9-12

This course will provide information about the need for interdependence of all organisms, conservation of natural resources, population growth studies, studies in behavior and adaptation, an unpolluted environment, and energy conservation. Emphasis will be placed on the awareness of, concern for, and action on problems in the environment.

Course Description: Social Studies

World History and Geography

#3401, Grades 9-12

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

World History and Geography Inclusion

#3401, Grade 9-12

World History and Geography Honors

#3401H, Grades 9-12

This expanded course will broaden perspectives of students as they study ancient, medieval, and modern cultures of the world. Current events will be spotlighted as to the linkage and origin these events have with the past. Presentation, debates, simulations, projects, and

additional reading are all part of this course, in addition to developing writing and reading skills and a desire to learn more about the world around them.

Advanced Placement World History and Geography

#3449, Grades 9-10

This course is designed for the accelerated student who wishes to place greater emphasis upon historical analysis, writing, research, and documentary study. Students have the option of taking the nationwide Advanced Placement Examination administered by the College Board.

U.S. History and Geography

#3405, Grade 11

Students are expected to be strong readers and writers and be intrinsically motivated. Curriculum will focus on the period from the Civil War to 1995, in line with the Tennessee state curriculum.

Advanced Placement U.S. History

#3440, Grade 11

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

impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since the Reconstruction with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society.

U.S. History and Geography Honors

#3404H, Grade 11

This course attempts to split the difference between an AP and regular level U.S. History course. Students are expected to be strong readers and writers and be intrinsically motivated. Curriculum will focus on the period from the Civil War to present, in line with the Tennessee state curriculum. Students will also be required to complete a research project on an historical topic of their choice as part of the course requirements.

U.S. History Dual Enrollment

#3440D, Grade 11-12, *Early Day course

U.S. History and Geography Inclusion

#3440I, Grade 11

U.S. Government and Civics

#3407, Grade 10-11(1/2 credit), *Honors credit section available

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

AP Government and Politics: US

#3445AP, ½ credit

The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.

AP Government & Politics: Comparative

#3446AP, ½ credit

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. For example, we only know that a country has a high population growth rate or serious corruption when we compare it to other countries. Careful comparison of political systems produces useful knowledge about the policies countries have effectively initiated to address problems, or, indeed, what they have done to make things worse. We can compare the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve similar problems. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can

begin to understand the political consequences of economic wellbeing. Finally, comparison assists explanation. Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents?

In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course should cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course. China, Great Britain, Mexico, Nigeria, and Russia are all regularly covered in college-level introductory comparative politics courses. The inclusion of Iran adds a political system from a very important region of the world and one that is subject to distinctive political and cultural dynamics. By using these six core countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings.

World Geography

#3410, Grades 9-12

Students will examine the global perspectives, basic concepts, and fundamental questions of geography. Students will focus on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies over space. Topics studied in the course include physical processes, human populations and migration, regions of the world, resources, and the tools used by modern geographers.

World Geography Honors

#3410H, Grades 9-12

This course is designed for the accelerated student who wishes to place greater emphasis upon investigated research, writing, and documentary study of world geography.

Economics

#3431, Grade 12 (1/2 credit), *Honors credit section available

Macroeconomic and microeconomics concepts will be addressed. Students will participate in the exploration of news articles, Internet, and other written materials to achieve the aims of this course. The aims of the course are to gain understanding of fundamental economic concepts and their application to a variety of economic systems; to gain the knowledge, skills, and attitudes necessary to function efficiently in a technologically expanding global economy; and to understand the roles individuals, businesses, and government agencies play in the economic world. Topics such as inflation, economic growth/recession and their corresponding relationship to the economy will be included.

Psychology

#3433, Grade 10 (1/2 credit)

This elective course is studied to enable the student to have a better understanding of human behavior and personality. The textbook will serve as a guide with videos, research projects, and surveys to give the students more information. The students will be expected to participate in cooperative learning activities, class discussions, and other class assignments.

Psychology Honors

#3433H, Grades 11-12

Students will study the development of the individual personality. The six social studies standards of culture, economics, geography, government, history, and group dynamics will be integrated into the study of the science of human behavior. This course is designed for the accelerated student and gives students an opportunity to

explore human behavior more in-depth. Students utilize skills of critical thinking, communication, identification, description, application analysis, comparison and contrast, and evaluation.

IB Psychology SL 3/ SL 4

*#3434, Grades 11-12 *IB Students only; coordinator approval necessary*

IB Psychology HL 3&4

*#3436, Grades 11-12 *IB Students only; coordinator approval necessary*

IB psychology examines the interaction of biological, cognitive and socio-cultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychology knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concern raised by the methodology and application of psychological research are key considerations in IB psychology.

IB Psychology HL students are distinguished from SL students by the fact that they will be assessed on additional components of the curriculum while also completing advanced level research.

IB History of the Americas HL 3/ HL 4

*#3406/3409, Grades 11 & 12 * IB Students only; coordinator approval necessary*

IB History of the Americas (HOTA) is the first year of the IB History HL two-year course. The focus is United States history, but we will also study developments in Canada, the Caribbean, South America, and parts of Latin America. The first year we will study six topics related to the Americas (Movements of Independence, The Mexican Revolu-

tion, The Emergence of America in Global Affairs, the Great Depression in the Americas, United States foreign policy 1945 to 1995, and the Civil Rights Movement). Students study each of these topics in depth through lecture, discussions, research, and thorough analysis of a variety of primary and secondary sources. Students should expect to take one test, compose one scholarly essay, and take 5 quizzes per six-week marking period in addition to regular homework assignments.

IB 20th Century History HL

*#3413, Grades 12 * IB Students only; coordinator approval necessary*

IB 20th Century History is the second year of Higher Level. It is like no other history course taught in high school. Like an Advanced Placement course, it is very demanding as far as content is concerned and requires higher level thinking skills, but those are practically the only similarities. The main difference between IB and AP history is that AP tries to cover a broad range of material and IB concentrates on depth of study. Instead of being a survey of 20th century history, we study four topics and then several subtopics. The topics are: rise and rule of single party states, the Cold War, 1945-1995 and peace and cooperation: international organizations and multiparty states. In addition to these broader topics, we zero in on the prescribed subject Cold War, 1960-1979 for document-based study. The entire second semester is devoted to an in-depth study of various aspects of the Cold War. Most of the class consists of reading and discussing historical documents and excerpts from books. All tests are essays. Students also complete an historical investigation that is 20% of their IB final assessment.

Course Description: Special Courses

ACT PREP

*#3097, Grades 11-12, *Prerequisite: Algebra I and/or II, Geometry, English I & II, Life Science, Earth Science, and/or Biology I. **1 credit course*

Students will complete activities that pertain to preparation, review and progression of mathematics, English, and science as they apply to the material covered on the ACT.

National Merit Prep

*#3097N, Grades 11-12, *1/2 credit course*

Service Learning

*#9395, Grades 12, *periods 6 & 7*

Early Day

*#9310E, Grades 12, *periods 6 & 7*

Library Aide

*#9301, Grades 12, *Librarian approval necessary*

Main Office Aide

*#9201, Grades 12, *Administrative approval necessary*

Annex Office Aide

*#9210, Grades 12, *Administrative approval necessary*

Guidance Aide

*#9303, Grades 12, *Guidance approval necessary*

2016/2017 Test Dates

ACT

www.act.org

September 10, 2016

October 22, 2016

December 10, 2016

February 11, 2017

March TBA, 2016 (*11th grade only*)

April 18, 2017

June 10, 2017

**All registration deadlines TBA*

PLAN

10th grade

October TBA, 2016

SAT

TBA

PSAT/NMSQT

October TBA, 2016

AP

www.collegeboard.com

AP exams take place over a two-week time span in the month of May each school year.

**Results are posted in July*

End of Course Testing

May TBA, 2017

TCAP Writing Assessment

11th grade

February TBA, 2017

We encourage you to take advantage of the many programs we have available for you at OHS. Our curricular offerings are varied; there are many clubs, organizations, and athletic teams that you may join. Your involvement and dedication will determine what you gain during your tenure here. Get involved... make a difference! Clubs organizations and sports teams are listed below:

Clubs & Organizations	Young Democrats
Band	Young Life
Beta	Young Republicans
Cheerleading Squad	Quill & Scroll
Chess Club	SKILLS USA:
Chorus	Automotive
Dance	Carpentry
DECA	Criminal Justice
FBLA	Cosmetology
FCCLA	Digital Arts & Design
FCA	Film & Broadcasting
French Club	Mechatronics
FFA	Sports Teams:
FTA	Football
JCL	Golf (B&G)
JROTC	Soccer (B&G)
HOSA	Cross Country (B&G)
Key Club	Volleyball (G)
Math Club	Basketball (B&G)
Men of Distinction	Wrestling (B&G)
Mu Alpha Theta	Baseball
NAHS	Track (B&G)
NHS	Tennis (B&G)
Quill & Scroll	Softball (G)
Rugby	Swimming (B&G)
Spanish Club	Rugby (B&G)
Spanish Honor Society	
Step Team	
Student Council	
Thespian Society	
Timothy Club	
Tri-M Music Society	

Rutherford County School Calendar

2016 - 2017

** A more detailed calendar with dates for report cards, parent teacher conferences, etc. will be posted at a later date on the county website.*

8/5/16	First Day of School Day (<i>Abbreviated</i>)
8/8/16	First Full Day for Students
9/15/16	Early Dismissal (<i>3 hour, 15 minutes</i>)
9/5/16	Labor Day (<i>Schools Closed</i>)
10/3-10/7	Fall Break (<i>Schools Closed</i>)
10/20/16	Parent Teacher Conferences
10/27/16	Early Dismissal (<i>3 hour, 15 minutes</i>)
11/8/16	Election Day (<i>Schools Closed</i>)
11/23-25	Thanksgiving Break (<i>Schools Closed</i>)
12/16/16	Abbreviated Day (<i>2 hours</i>)
12/19/16-1/03/17	Winter Break (<i>Schools Closed</i>)
1/04/17	School Resumes
1/16/17	MLK Holiday (<i>Schools Closed</i>)
2/9/17	Early Dismissal (<i>3 hour, 15 minutes</i>)
2/20/17	Presidents' Day (<i>Schools Closed</i>)
3/9/17	Early Dismissal (<i>3 hour, 15 minutes</i>)
3/23/17	Parent Teacher Conf. (<i>Abbreviated</i>)
3/27-3/31	Spring Break (<i>Schools Closed</i>)
4/14/17	Good Friday (<i>Schools Closed</i>)
5/25/17	Work Day (<i>No School for Students</i>)
5/26/17	Last Day of School (<i>2 hours</i>)

OAKLAND HIGH SCHOOL

YEAR 2014-2015

