Oak Ridge
SCHOOLS

# Oak Ridge High School

# Academic Planning Guide

## 2024-2025

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Oak Ridge SCHOOLS

Mission

*Success for every Oak Ridge student.*

Oak Ridge HIGH SCHOOL

## Mission

Excellence in Education

## Vision

The vision of Oak Ridge High School is to graduate all students prepared for success in college and career as productive and contributing citizens.

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## Collective Commitments

- Oak Ridge High School will provide an appropriate curriculum for students with a focus on career options and real-world issues.
- Oak Ridge High School will promote an active partnership between the ORHS staff and the parents of all students.
- Oak Ridge High School will encourage the study of science, technology, engineering, and mathematics (STEM), along with arts and humanities to promote a well-rounded student citizen.
- Oak Ridge High School will encourage participation in clubs, extracurricular activities, and athletics to promote lifelong learning and a healthy lifestyle.
- Oak Ridge High School staff will continue to incorporate advances in education, both individually and collectively, to maintain a state-of-the-art high school providing an excellent and relevant educational experience to students in the twenty-first century.
- Oak Ridge High School will model understanding and respect for all cultures to enable students to participate in a global society.
- The Oak Ridge High School educators will endeavor to produce life-long learners who are critical thinkers, skillful researchers, analytical readers, and ethical scholars.

## Principal and Assistant Principals

| | | | |
|---|---|---|---|
| Principal | Drayton Hawkins | 425-9601 | dshawkins@ortn.edu |
| Class of 2025 | Russ Wise | 425-9604 | rewise@ortn.edu |
| Class of 2026 | Beth Estep | 425-9604 | kestep@ortn.edu |
| Class of 2027 | David Foust | 425-9604 | djfoust@ortn.edu |
| Class of 2028 | Stephanie Thompson | 425-9604 | sathompson@ortn.edu |
| Curriculum | Jennifer Milligan | 425-9604 | jmmilligan2@ortn.edu |

## School Counseling Staff

| Class | Counselor | Phone | Email |
|---|---|---|---|
| Class of 2025 | Ashley Bennewitz | 425-9607 | abennewitz@ortn.edu |
| Class of 2026 | Paige Taylor | 425-9607 | hptaylor@ortn.edu |
| Class of 2027 | Brianna Ottinger | 425-9607 | bottinger@ortn.edu |
| Class of 2028 | Heidi Foster | 425-9607 | hafoster@ortn.edu |
| Social Worker | Alison King | 425-9607 | aking@ortn.edu |
| Registrar | Rhonda Garrison | 425-9607 | rsgarrison@ortn.edu |

## Academic Planning Guide Introduction

The Academic Planning Guide contains general scheduling information, graduation requirements, suggestions for course selections, and course descriptions. The Tennessee Department of Education mandates Oak Ridge High School to promote and provide each student with a rigorous college and career preparatory program of study. Our general expectation is that every student will acquire the knowledge and skills necessary for college and career readiness. As a part of achieving this goal, each department offers a wide variety of courses on many relevant topics.

# Graduation Requirements

To graduate, a student must finish the credit requirements outlined below within four years and the summer following the senior year to count as an on-time graduate by the Tennessee Department of Education.

| GRADUATION REQUIREMENTS | | | |
|---|---|---|---|
| **SUBJECT** | **COURSES REQUIRED** | | **CREDITS REQUIRED** |
| **English** | • English 9<br>• English 10 | • English 11<br>• English 12 | 4 Credits |
| **Math** | • Algebra 1<br>• Geometry | • Algebra 2<br>• **+1 Choice*** | 4 Credits |
| **Science** | • Biology<br>• Chemistry or Physics | • **+1 Choice** | 3 Credits |
| **Social Studies** | • US Gov + Personal Finance<br>• US History | • World History<br>• Economics | 3.5 Credits |
| **Lifetime Wellness** | • Wellness A<br>• Wellness B | • **3rd Wellness**** | 1.5 Credits |
| **World Languages** | • 2 Credits in the same language | | 2 Credits |
| **Visual & Performing Arts** | • 1 Credit Visual or Performing Arts | | 1 Credit |
| **Elective Focus** | • At Least 3 Credits in Selected Pathways | | 3 - 9 Credits |
| **Total Credits Required for Graduation** | | | **28 Credits** |

*Students must be enrolled in a mathematics course or an approved substitution each school year per Tennessee State Board of Education Policy 2.103.

**3rd Wellness can be obtained through taking wellness C, one season of interscholastic athletics, marching band, 2 credits of NJROTC, repeating wellness B, or taking athletic conditioning.

***General studies elective pathway at counselor discretion.

^World Language and Fine Arts Waivers may be submitted by administrative approval. See full paragraph about this option if needed.

+Beginning with the class of 2028, all students are required to take 1 credit of Computer Science before graduation.

## Elective Focus

**Built into our graduation requirements are 3 credits in an elective focus; however, students have an additional 6 credits with which they can explore multiple pathways.** An elective focus is a program of study consisting of at least three electives beyond the core requirements. The elective focus and pathway options are outlined in the ORHS Coursework section of this guide. According to Tennessee State Board of Education High School Policy 2.103 Section 1(18) (b), the ORS Superintendent may waive the third (3rd) credit requirement of the elective focus during a student's senior year if the completion of the elective focus would prevent or delay graduation. This waiver option includes those students who transfer during the junior or senior year to a Tennessee high school from a school in another state or from a non-public school.

### How are Pathways identified?

Pathways align with career clusters identified by the Tennessee School Board Association, with special consideration given to availability of instructors and interest of the current student body.

### What if my student changes Pathways?

Students are encouraged to explore multiple pathways at ORHS. By requiring 3 credits in an elective focus, it affords students time and flexibility to take courses in other pathways and change if needed.

### What should my student consider when choosing a Pathway?

The student's personal interests and strengths should be a determining factor when choosing a pathway, however, other factors including job demand/work force needs, required degrees and certifications and median salary available on the TSBA Data Dashboard.

### What is an Elective Focus?

We offer five categories of elective focus, with aligned pathways.

**Advanced Studies**
- Advanced Placement & Dual Studies
- Advanced Math & Science

**Arts, Business, and Communications**
- Broadcasting
- Business, Finance, & Marketing
- Digital Arts
- Performing Arts
- Visual Arts

**Health and Public Services**
- Cosmetology
- Education & Training
- Exercise Science
- Health Science
- NJROTC

**Humanities**
- English Language Arts
- Social Studies
- World Languages

**Industry and Innovation**
- Automotive
- Aviation
- Information Technology
- iSchool Wildcat Manufacturing
- Residential & Commercial Electricity or Building Construction
- STEM Engineering & Machining
- Welding

## Special Circumstances

In instances where a student does not have the opportunity to earn the 32 credits that are available with block scheduling, the required number of credits for graduation from Oak Ridge High School will be four less than the total available. In extenuating circumstances, with Superintendent or designee approval, a student who earns the state minimum requirement of 22 credits may receive a state issued regular high school diploma.

## Student Load

A planned program of four (4) years in one or more high schools is required for high school graduation, except for special circumstances. The four-year high school attendance requirement may be modified for students, based upon meeting each of the following conditions:

- Students must have completed the minimum units required by the State Department of Education and any additional units required by the local Board.
- All full-time students in grades 9-12 shall be enrolled each semester in subjects that produce at least five units of credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the Superintendent/designee and then to the Board.
- Students must complete an Application for Early Graduation/Early Release if they desire to leave high school in less than four (4) years. Students must have appropriately planned post-secondary education experience.
- Students meeting the above conditions may be permitted to leave school before completing four (4) years of attendance, if the school officials feel it is in the best interest of the student, school, and community. A transcript shall be given to each student showing the credits earned.
- Students successfully completing the approved planned educational experience (as outlined above) shall be eligible to receive their high school diploma at the most current graduation period.

## Additional conditions required for consideration

To be considered for Early Graduation/Early Release from Oak Ridge High School, a student must be considered a “Ready Graduate” according to the Tennessee Department of Education. To be considered ready graduates, students must meet at least one of the following:

- Composite score of 21 or higher on ACT (or 1060 or higher on the SAT); or
- Complete 4 early postsecondary opportunities (EPSOs); or
- Complete 2 EPSOs and earn an industry certification; or
- Complete 2 EPSOs and earn a score of military readiness (31) on the ASVAB AFQT.

Students may complete an early postsecondary opportunity (EPSO) in any of the following ways:

- Complete an Advanced Placement (AP) course and attempt the AP Exam in the course.
- Complete a Dual Enrollment course in which they are dually enrolled in a postsecondary institution such as Roane State Community College or Tennessee College of Applied Technology (TCAT).
- Complete a Local Dual Credit course and receive college credit.
- Complete a Statewide Dual Credit course and attempt the exam.

## Withdrawal from Oak Ridge High School

Upon early graduation, students are withdrawn from Oak Ridge High School as graduates. Because students are no longer enrolled as students, they cannot participate in extracurricular activities including interscholastic sports or clubs at Oak Ridge High School. In addition, students may not take courses at Oak Ridge High School once they have withdrawn as a graduate. Students wishing to take additional coursework as electives toward a high school diploma should not apply for early graduation. Early graduates will receive their diplomas on or after the date of their class commencement. They may participate in their class commencement ceremony.

**Deadline for Application Submission**

Students must apply for Early Graduation/Early Release prior to registration for their senior year.

## Wellness

Upon the student's choice, credit for basic training may be substituted for the required credit in lifetime wellness and credit in one (1) elective course or for credit in two (2) elective courses.

## World Language for Students from a Non- English Language Background (NELB)

Districts may allow NELB students to complete the graduation requirements for a university preparation curriculum without taking foreign language courses, provided oral and written proficiency in the home language can be documented. Such documented home language proficiency will be determined by the ORHS World Language Department via proficiency assessments and noted on the high school transcript. NELB students may request the proficiency assessments to replace their World Language requirements and/or for placement in an appropriate level of World Language course.

## World Language/ Fine Art Waiver

The two-year World Language and/or the one-year Fine Art requirement may be submitted by administrative approval. Students wishing to pursue a waiver should meet with their counselors. If a student receives permission to waive credits, they must be substituted by an equal number of additional credits from within his/her Area of Focus or from a course that counts as an Enhancer to his/her Area of Focus. Please refer to the following chart for examples of acceptable enhancer credits. *Please note that two years of World Language is required for most university admittance. This means students who do not complete World Language may be ineligible for a four-year university immediately following high school,*

## Other Graduation Requirements

### Mandatory ACT or SAT

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

NOTE: ACT or SAT scores are only submitted to postsecondary institutions at the student's discretion. Students can have scores submitted to postsecondary directly through the ACT or SAT. Schools and the state do not do any automatic reporting to postsecondary. All Juniors take the ACT on the state testing date in the spring.

While all students are encouraged to participate in the ACT or SAT, the graduation requirement only applies to students earning a regular education diploma.

**See Tennessee State Board of Education High School Policy 2.103 Section 6c.*

### United States Civics Test

All high school students must pass (earn a minimum score of 70%) a United States civics test composed of questions set forth within the civics test administered by the United States Citizenship and Immigration Services to meet the Social Studies course credit requirement to earn a regular diploma and passing score must be noted on a student's transcript. A school, all whose seniors receiving a regular diploma, make a grade of 85% or higher the United States civics test shall be recognized on the Tennessee Department of Education's web site as a United States Civics All-Star School for that school year.

**See Tennessee State Board of Education High School Policy 2.103 Section 6(5).*

### Move on When Ready

The Move on When Ready Act provides public high school students who wish to graduate early with the opportunity to graduate high school early and gain entry into a postsecondary institution. Students intending to graduate early shall inform the school principal of this intent prior to the beginning of 9th grade or as soon thereafter as the intent is known.

Students intending to graduate early shall inform the school principal of this intent prior to the beginning of 9th grade or as soon thereafter as the intent is known.

In order to graduate early, students must meet the following requirements:

1. Earns eighteen (18) credits that include.
    a. English I, II, III, and IV
    b. Algebra I and II
    c. Geometry
    d. United States History
    e. Two (2) courses in the same foreign language
    f. One (1) course selecte3d from the following:
        I. Economics
        II. Government
        III. World Civilizations

IV. World Geography

g. One (1) course selected from the following:
   I. History and appreciation of visual and performing arts.
   II. II.A standard based arts course, which may include studio art, band, chorus, dance or other performing arts.
h. Health and Physical Education (Wellness)
i. Biology
j. Chemistry

1. Has a cumulative GPA of at least 3.2 on the Uniform Grading System four (4) point scale.
2. Scores at the On-Track or Mastered level on each End of Course assessment taken (excluding end-of-course assessments taken during the student's final semester prior to early graduation).
3. Meets benchmark scores of twenty-one (21) or higher composite score on the ACT or an equivalent score on the SAT.
4. Achieves a passing score on a nationally recognized foreign language proficiency assessment; and
5. Completes two (2) early postsecondary courses.

A student pursuing early education through the Move on When Ready program may take two (2) high school English courses in an academic year.

A student pursuing early graduation through the Move on When Ready program must complete an intent form available from the department of education and submit it to her or his high school principal and the Department of Education.

A student pursuing early education through the Move on When Ready program is exempt from any additional graduation requirements.

A student who completes the Move on When Ready program shall be awarded a regular high school diploma.

The Superintendent or designee shall develop administrative procedures to ensure that the early graduation program is conducted in accordance with state law.

**See Oak Ridge Board of Education Policy 4.605 and TCA 49-6-8303*

## Special Education Students

Special education students who earn the core requirements and elective courses to meet the required credits specified above will be awarded an Oak Ridge High School diploma. Special education students who earn the prescribed twenty-two (22) credit minimum shall be awarded a state issued regular high school diploma.

Students who have received a special education diploma or an occupational diploma shall continue to make progress towards a regular high school diploma until the end of the school year in which they turn twenty-two (22) years old.

### Special Education Diploma

A special education diploma shall be awarded to students who have not met the requirements for a regular high school diploma but have:

1. Completed four (4) years of high school.
2. Made satisfactory progress on their IEP; and
3. Maintained satisfactory records of attendance and conduct.

## Alternate Academic Diploma

Special education students who do not meet the requirements for a regular high school diploma may be awarded an alternate academic diploma if the student has:

1. Completed at least four (4) years of high school.
2. Participated in the high school alternate assessments.
3. Earned the prescribed twenty-two (22) credit minimum.
4. Made satisfactory progress on their IEP.
5. Maintained satisfactory records of attendance and conduct; and
6. Completed a transition assessment that measures postsecondary education and training, employment, independent living, and community involvement.

## Occupational Diploma

Special education students who do not meet the requirements for a regular high school diploma may be awarded an occupational diploma if the student has:

1. Completed at least four (4) years of high school.
2. Made satisfactory progress on their IEP.
3. Maintained satisfactory records of attendance and conduct.
4. Completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA); and
5. Completed two (2) years of paid or non-paid work experience.

The decision to attain an occupational diploma shall be made at the conclusion of the student's 10th grade year or two (2) academic years prior to the expected graduation date.

**See Oak Ridge Schools Board of Education Policy 4.605 & Tennessee State Board of Education Policy 2.103*

## High School Courses Taken in Middle School

Students in middle school who take Algebra 1 Honors*, Geometry Honors*, Algebra 2/ Trigonometry Honors*, Spanish 1, French 1, Introduction to Business and Marketing, or Principles of Advanced Manufacturing may receive high school credit for these courses as explained in Administrative Procedure 4.608. If the parents/guardian(s) and student choose to accept high school credit, the credit will be placed on the student's transcript after the successful completion of the course upon enrollment at Oak Ridge High School.

If the student and parents/guardian(s) request to have this course removed from the student's transcript in a subsequent year, according to School Board policy 4.608, they must provide documentation that includes the reason for the transcript alteration. Students and parents/guardians may obtain the form for credit removal in the School Counseling Office via the Registrar at Oak Ridge High School. This change request must be accompanied by signatures from the student, parent/guardian(s), school counselor, and high school administrator. No student transcript alteration may take place without written documentation.

**Students must enroll in a math course each of the four years they are in high school.*

## Transfer Credits

The Principal or the Assistant Principal of Curriculum will be responsible for providing final grade and credit determination for students transferring from another school to ORHS. Transferred course work is automatically recognized for credit providing the school was accredited by the regional accrediting associations such as Cognia or by the individual state department of education.

Students entering ORHS who have been home schooled or attended non-accredited high schools must take standard examinations to certify course credit. All home school records will be reviewed by the Assistant Principal of Curriculum prior to any examination for credit. United States History credit may not be awarded based on examination in accordance with Tennessee State Law.

## Enrollment in College-Level Courses

Students may earn credit by enrolling in a postsecondary institution and taking college level courses. Students who take and pass dual enrollment courses at a postsecondary institution shall have their postsecondary credits accepted for high school credit as a substitution for an aligned graduation requirement course.

These courses may be offered at the high school, postsecondary institution, or online. If not offered on the high school campus, the Board shall not be responsible for transportation. Any tuition or fees due to enrollment in college level courses are the responsibility of the parent(s)/guardian(s).

Grades earned in such college level courses shall be used to determine class rank and grade point average.

## Alternate Credit Options

A course schedule that presents students with the option of taking course work for the first time (i.e., first-attempt courses) during the summer should be reserved for students on an advanced or accelerated learning path. In Oak Ridge Schools, an advanced or accelerated learning path will be those paths that lead to Advanced Placement, Dual Enrollment, Dual Credit, or Industry Certification courses. Credits received for any first-attempt courses taken during the summer may count towards the course requirements during the subsequent school year. Starting in the summer of 2019, summer online courses that will be available for students on an accelerated learning path are personal finance (rising grades 9-12), economics (rising grades 11 and 12), or art appreciation (rising grade 12). Students are encouraged to take the course onsite; however, in some circumstances the course can be taken online at home. At minimum, the midterm and final exam must be proctored by an Oak Ridge Schools' employee at the Oak Ridge High School or Secret City Academy campus. If the student does not complete the course by the end of summer school, then the student must complete the course online at home (excepting midterm and final exams) but must complete the course before the first day of school. Students wishing to apply for summer course work for new credit may do so by scheduling an appointment with their school counselors.

According to Board policy 4.209, high school students may earn academic credit to be applied toward graduation requirements by completing online courses provided by the Oak Ridge Schools' credit recovery platform or an accredited university with whom Oak Ridge Schools has a partnership under certain circumstances. These circumstances include the following:

- The student attended summer school but did not complete the course.
- The student previously failed the course and meets other criteria for credit recovery.
- The student has an extended medical condition that prohibits her/him from attending class.
- The student is currently enrolled at Secret City Academy.
- The principal, with consultation from the student's teachers and agreement from the parents/guardians, determines the student requires a differentiated or accelerated learning environment.

If a student is enrolled in an online course aligned with a state end of course exam, they must also take the state end of course exam to receive credit.

## Credit Recovery

Students who fail a course with a grade below 50% will repeat the course to earn the credit for that course. Students who fail a course with a grade of 50% or above may either repeat the course or make up the credit in a credit recovery class.

If a course is repeated and the student receives a passing grade on the second attempt, the student will be awarded the higher grade, and the GPA will be recalculated. Upon verification of successful completion, the prior course will not appear on the transcript. The new course grade and credit will be listed in the transcript under the corresponding year.

If a course is repeated in credit recovery, the student's parent/guardian must give written consent for the student to enroll in the proposed credit recovery course. Students passing credit recovery shall receive a grade of seventy percent (70%). The original course will be dropped from the transcript with this new course in its place. This new course will have a credit recovery designation on the transcript.

**See Oak Ridge Board of Education Policy 4.210.*

**It should be noted that not all postsecondary institutions will accept credit recovery courses for credit, and the NCAA Clearinghouse will not accept credit recovery courses for credit.**

# Graduating with Special Distinction

## Honors

Students may graduate with honors if they have met the graduation requirements and have obtained an overall unweighted grade point average of at least 3.0 or higher at the end of the first semester of their senior year.

## State Honors

Students may graduate with state honors if they score at or above all the subject area readiness benchmarks on the ACT or equivalent score on the SAT. The ACT benchmarks are as follows:

| | |
|---|---|
| **English -** | **18** |
| **Math -** | **22** |
| **Reading -** | **22** |
| **Science -** | **23** |

## District Distinction

Students may graduate with district distinction if they have met the graduation requirements, have obtained an overall unweighted grade point average of at least 3.0 or higher, and have earned an industry credential that was on the list promoted by the Department of Education at the time the student earned it.

## Tennessee Tri-Star Scholar

Students may be identified as a Tennessee Tri-Star Scholar in the graduation program if they earn a composite score of nineteen (19) or higher on the ACT, or an equivalent score on the SAT, and earn a capstone industry certification as promoted by the Department of Education. Oak Ridge High School will recognize students' achievement of this honor by placing a designation on their diplomas.

## State Distinction

Students may graduate with state distinction if they attain a 3.0 weighted GPA or better average and complete one of the following:

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

## Volunteer State Seal of Biliteracy

Students may earn a Volunteer State Seal of Biliteracy if they meet the following criteria:

1. Complete all English language arts requirements for graduation with an overall grade point average of 3.0 or higher in those classes.
2. Demonstrate English proficiency through one (1) of the following:
    a. Score at the on-track or mastered level on each ELA (English Language Arts) End of Course assessment taken.
    b. Score three (3) or higher on an Advanced Placement English Language or English Literature exam.
    c. Score 22 or higher on the ACT Reading subtest or 480 or higher on the SAT evidence-based reading and writing subtest; or
    d. Score 4.5 or higher on the WIDA Access, if the student is an English learner; and
3. Demonstrate proficiency in a world language through one (1) of the following:
    a. Score Intermediate-Mid or higher in all four (4) assessed domains on a world language proficiency assessment recognized by the American Council on the Teaching of Foreign Languages (ACTFL);
    b. Score three (3) or higher on an Advanced Placement world language exam.
    c. Score at the Intermediate level or higher on the Sign Language Proficiency Interview (SLPI: ASL); or
    d. Pass a foreign government's approved non-English language exam or score at a level comparable to Intermediate-mid or higher on the ACTFL proficiency scale on another country's secondary level standardized exam in the country's non-English native language.

## Volunteer State Seal of Biliteracy Honors

Students may earn a Volunteer State Seal of Biliteracy Honors if they meet the following criteria:

1. Complete all English language arts requirements for graduation with an overall grade point average of 3.5 or higher in those classes.
2. Demonstrate English proficiency through one (1) of the following:
    a. Score at the mastered level on each ELA End of Course assessment taken.
    b. Score five (5) on an Advanced Placement English Language or English Literature exam.
    c. Score 24 or higher on the ACT Reading subtest or 580 or higher on the SAT evidence-based reading and writing subtest; or
    d. Score 5.0 or higher on the WIDA Access, if the student is an English learner; and
3. Demonstrate proficiency in a world language through one (1) of the following:
    a. Score Advanced-Low or higher in all four (4) assessed domains on a world language proficiency assessment recognized by the American Council on the Teaching of Foreign Languages (ACTFL);
    b. Score five (5) on an Advanced Placement world language exam.
    c. Score at the Advanced level on the Sign Language Proficiency Interview (SLPI: ASL); or
    d. Pass a foreign government's approved non-English language exam or score at a level comparable to Advanced-Low or higher on the ACTFL proficiency scale another country's secondary level standardized exam in the country's non-English native language; and
4. Complete ten (10) hours of community service.

## Volunteer State Seal of Bilingualism

Students may earn a Volunteer State Seal of Bilingualism if they meet the following criteria:

1. Complete all English language arts requirements for graduation with an overall grade point average of 3.0 or higher in those classes.
2. Demonstrate English proficiency through one (1) of the following:
    a. Score at the on-track or mastered level on each ELA End of Course assessment taken.
    b. Score three (3) on an Advanced Placement English Language or English Literature exam.
    c. Score 22 or higher on the ACT Reading subtest or 480 or higher on the SAT evidence-based reading and writing subtest; or
    d. Score 4.5 or higher on the WIDA Access, if the student is an English learner; and
3. Demonstrate proficiency in a world language through one (1) of the following:
    a. Score Advanced-Low or higher in the Speaking and Listening domains on a world language proficiency assessment recognized by the American Council on the Teaching of Foreign Languages (ACTFL);
    b. Score three (3) on an Advanced Placement world language exam; or
    c. Pass a foreign government's approved non-English language exam or score at a level comparable to Advanced-Low or higher in the Speaking and Listening domains on the ACTFL proficiency scale on another country's secondary level standardized exam in the country's non-English native language.

## Industry 4.0 Distinction

The state board of education has developed an Industry 4.0 diploma distinction for high school students who are interested in pursuing a career in a high-need, high-skill industry after graduation. A high school student interested in receiving an Industry 4.0 diploma distinction must do the following:

**Before the end of the student's sophomore year:**

1. Notify the student's counselor or school principal of the student's intent to pursue an Industry 4.0 diploma distinction.
2. Provide the student's counselor or school principal with documentation signed by the student's parent or legal guardian indicating that the student's parent or legal guardian is aware of the requirements for the parent's or legal guardian's student to obtain an Industry 4.0 diploma distinction and consenting to the student's participation.
3. Enroll in a work-based learning (WBL) course and/or a dual enrollment course for the student's junior year, meet regularly with the student's work-based learning teacher, a school counselor, or with a career counselor at a regional American Job Center.

**Beginning in the student's junior year:**

1. The student will meet no less than once per month with a school counselor, ORHS staff member who is a work-based learning instructor, or American Job Center career coach.
2. The student will enroll in additional work-based learning and/or dual enrollment courses for the student's senior year; and
3. Successfully complete all coursework required for graduation.

Link to Parent Letter regarding Industry 4.0

Link to Tennessee Law regarding this opportunity

## Community Service

Students who complete at least ten (10) hours of documented community service each semester they attend a public high school shall be recognized at commencement. It is the student's responsibility to submit a community service verification form to the counseling office by the last day of each semester.

## Work Keys

Students graduating with a gold or platinum medal on National Career Readiness Certificate (WorkKeys) shall be recognized at their graduation ceremony.

## Work Ethic

Students graduating with a district-developed work ethic distinction shall be recognized at their graduation ceremony. This distinction will be useful for presentation to future employers for work-based learning, apprenticeships, and employment in a chosen field after graduation. Employers throughout Tennessee have indicated that students who present a document such as this indicating desirable work habits will be given preference for interviews. To earn such a distinction, students must exhibit certain characteristics by earning points on a Work Ethic Distinction form available in school counseling or via this link: www.ortn.edu/Curriculum/CCTE/Work_Ethic.pdf

*See Oak Ridge Board of Education Policy 4.606 & Tennessee State Board of Education Policy 2.103 Sect 2

## Program Planning

Devising a four-year plan of courses extending beyond high school graduation is a vital step in developing educational and career goals. Oak Ridge High School staff, students, and parents form a partnership in creating each student's four-year plan to include postsecondary aspirations. Students, parents, teachers, and counselors all have several specific responsibilities in the registration process; however, it is ultimately the responsibility of the student and parent(s) to make sure the student is meeting graduation requirements. The following is a helpful checklist:

**Student:** Obtains planning materials from counselors; considers course choices (in terms of offerings available, his/her own abilities, grades, interests, graduation requirements, and future plans); consults parents and school staff members for advice on choices of courses.

**Parent:** Reviews planning materials and course descriptions; assists students in making course choices; attends orientation sessions presented by ORHS counseling staff; consults with subject teachers, counselors, or administrators whenever further advice is desired to include workload expectations and pre-requisite requirements.

**Subject Area Teacher:** Advises students regarding the classes in that teacher's subject area (level of difficulty, content, scope, and sequence); recommends specific courses for individual students within the subject area.

**Counselor:** Presents orientation sessions for students and parents to assist them in making course decisions; is available to students, parents, and teachers for guidance in making future plans; reviews and assists with on-line registration.

## Post-Secondary Items to Consider

Many students will continue their formal education after graduation. If your plans include post- secondary education, you should keep in mind the following factors upon which admission is dependent:

## Grades

Uniform Grading Policy

Local Education Agencies (LEAs) shall use the uniform grading system for students enrolled in grades nine through twelve (9-12) for purposes of application for postsecondary financial assistance administered by the Tennessee Student Assistance Corporation:

| UNIVERSAL GRADING SCALE | |
|---|---|
| **A** | 90-100 |
| **B** | 80-89 |
| **C** | 70-79 |
| **D** | 60-69 |
| **F** | 0-59 |

| WEIGHTING FOR ADVANCED COURSEWORK | |
|---|---|
| **Honors Courses** | Shall include the addition of 3 percentage points to the grades used to calculate the semester average. |
| **Local and Statewide Dual Credit, Industry Certification-aligned, and Dual Enrollment Courses** | Shall include the addition of 4 percentage points to the grades used to calculate the semester average. |
| **Advanced Placement (AP), Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate (IB) Courses** | Shall include the addition of 5 percentage points to the grades used to calculate the semester average. |

| Grade | College Prep GPA | Advanced Courses | Honors Courses | Advanced Placement, Dual Enrollment, Dual Credit, or National Industry Certification |
|---|---|---|---|---|
| A | 4.0 | 4.25 | 4.5 | 5.0 |
| B | 3.0 | 3.25 | 3.5 | 4.0 |
| C | 2.0 | 2.25 | 2.5 | 3.0 |
| D | 1.0 | 1.25 | 1.5 | 2.0 |
| F | 0 | 0 | 0 | 0 |

1. **Letter Grades:** All courses receiving a letter grade (A, B, C, D, or F) will be used in computing the student's grade point average (GPA).
2. **Pass/Fail:** A pass grade will not be figured into GPA, and it will be recorded on the transcript as 'P.' A fail grade will be factored into the student's GPA and recorded on their transcript as an 'F.'
3. **Incompletes:** The grade of incomplete shall be given only when unforeseen and uncontrolled circumstances prevent the student from completing work on time. An incomplete grade will be recorded and calculated into the grade point average with zero points. If the issuance of an incomplete has been approved by an administrator, a timeline to finalize the grade will be determined. When the incomplete grade is changed, the cumulative GPA and credit status will be updated appropriately. Incompletes not changed by this deadline will be changed to F's.

## State End of Course Exams

End of Course examinations will be administered in the following subjects: English I, English II, Algebra I, Geometry, Algebra II, U.S. History, and Biology I. Students enrolled in the Advanced Placement versions of the previously listed courses will not take the State End of Course examination. Students' scores on these exams will be weighted 15% of their overall grade in each corresponding course.

## Grade Reporting

Parents/guardians shall be able to utilize the student management system, which is Skyward, in order to view their child's academic progress during the school year. By doing so, students and parents can see grades in real time.

## Grading Practices

For term-long courses, Oak Ridge High School evaluates student academic progress using progress reports and term grades. The term grade is final and is recorded on the permanent record. It represents a cumulative record of all assignments for the entire term and is not an average of the interim grade reported on the progress report.

For semester-long courses, Oak Ridge High School evaluates student academic progress using progress reports and semester grades. Progress reports are distributed at the end of Term 1. Report cards will be distributed at the end of the semester when grades are final. The semester grade is recorded on the permanent record. It represents a cumulative record of all assignments for the entire semester.

For year-long courses, Oak Ridge High School evaluates student academic progress using progress reports and semester grades. The grade at the end of Term 4 is final and is recorded on the permanent record. It represents a cumulative record of all assignments for the entire course and is not an average of the interim grades reported on progress reports.

The staff of Oak Ridge High School places great value in the role of assessment as it informs classroom instruction. To this end, teachers spend a significant amount of time developing appropriate assignments and assessments, as well as additional time grading and providing substantive feedback to students.

In most cases, student work will be reviewed and/or returned to students in a timely manner following the submission date. However, in some cases, assignments and tests will be retained at the building level for the purposes of parent/teacher conferences and/or test bank security, as some departments use common and consistent instruments for the purpose of benchmarking student performance and comparing student progress from year to year. If an assignment is not returned for students to take home, parents/students may request and will be granted an opportunity to review the assignment at the building. Parents may request a copy of all student work retained by the teacher, if said assignments do not compromise test security.

If a teacher uses a scanned form where students bubble in answers, both the form and the test question will be returned for students to review their answers. The determination of whether the test is sent home will be made based on the aforementioned considerations. State mandated end-of course exams are not available for review.

## Make Up Work

Partial Day/Whole/Multiple Day Absences: Students will have three days to make up work assigned while absent. Students with missing assignments will be assigned to Operation Restoration, the ORHS Academic Intervention program.

Suspensions: An out-of- school suspension is considered an unexcused absence and the same make up work policy applies.

## Final exams

Exams are a required part of the educational program. Absences from exams will not be excused except in the case of a documented emergency. A student who misses an exam is subject to a grade of “0” on the exam.

## Class Rank

ORHS will report class rank in deciles beginning in the 2016-2017 school year. This means that student’s class rank will be categorized as: Top 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80% or 90%. Class rank will be determined by the weighted grade point average assigned to final grades of each course according to its course classification (see previous page Grading Scale Chart). The methodology established in computing the General Assembly Merit Scholarship (GAMS) program and the Tennessee Hope Scholarship program is unweighted and therefore will not match the weighted class rank GPA. Only a student’s freshman, sophomore and junior year grades are used to determine class rank.

## Course selection

Colleges closely examine the quality of a student’s record (grades 9-12). The important point to remember is the quality of course selection, both in depth and breadth. Students are encouraged to take the most rigorous courses possible while allowing for a balance with all the other postsecondary requirements to consider. Colleges look particularly at the strength of the senior year academic schedule. Contact specific colleges for their requirements.

## Schedule

The academic year at Oak Ridge High School is organized into two approximately 90-day terms: fall term and spring term. The school day is built around four approximately 90-minute instructional periods per term. In most cases, a student completes four courses and earns one unit of credit per course at the end of each term. Most students can earn eight units of credit during one academic year upon successful completion of all course requirements.

| PERIOD | M/T/TH/F Schedule | | Wednesday Schedule |
|---|---|---|---|
| 1 | 7:50-9:21 (91) | 1 | 7:50-9:02 (72) |
| 2 | 9:27-10:58 (91) | 2 | 9:08-10:20 (72) |
| 3A | 11:04-11:29 Class (25) | 4 | 10:26- 11:37 (71) |
| | 10:58- 11:23 Lunch (25) | 3A | 11:43-12:08 Class (25) |
| 3B | 11:29-11:54 Lunch (25) | | 11:37-12:02 Lunch (25) |
| | 11:29-11:54 Class (25) | 3B | 12:08-12:33 Lunch (25) |
| 4 | 12:00-1:30 (90) | | 12:08-12:33 Class (25) |
| 5 | 1:36-3:07 (91) | 5 | 12:39-1:50 (71) |

## Types of ORHS Courses

### Workshop
These courses are designed to focus on the state standards and on specific academic skills.

### College Preparatory (CP)
These courses are designed with the appropriate rigor and pace to meet university academic requirements.

### Advanced (A)
These courses are taught between the level of a college preparation (CP) course and an honors course and shall use the grading scale of 90-100. These courses shall be weighted with an additional ¼ quality point on the weighted GPA. Advanced courses have the following characteristics:

- They address standards that exceed the Tennessee State Standards for that grade level.
- They have a pace that exceeds the pace of a CP course.
- They are a prerequisite to an honors or Advanced Placement Course.

### Honors (Hon)
These courses will substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). These courses use the Honors Grading Scale and shall be weighted with an additional ½ quality point on the weighted GPA.

### National Industry Certification Capstone Course
These courses offer a nationally recognized examination at the conclusion of the course for a fee and exceed the state curricular standards. These courses use the Honors Grading Scale and shall be weighted with an additional quality point on the weighted GPA. If a student earns an industry certification, an additional point will be added to their final grade in accordance with the Uniform Grading Policy.

## Dual Enrollment (DE)

These courses use local community college curricula and Tennessee state standards/ competencies. Admission and enrollment requirements must be met in order to earn college credit. These courses use the Dual Enrollment Grading Scale but shall be weighted with an additional 1 quality point on the weighted GPA. For more information on Dual Enrollment, please see the Dual Enrollment section in the Course Selection portion under the Program Planning tab.

## Statewide Dual Credit (SDC)

Statewide dual credit classes are college-level courses taught at the high-school level by trained high-school teachers. All students enrolled in a statewide dual credit course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution. Exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded. These courses use the Dual Enrollment Grading Scale and shall be weighted with an additional 1 quality point on the weighted GPA.

## Advanced Placement (AP)

These courses are taught at the university level. All courses use the College Board curriculum and have been approved through the College Board Course Audit. Students may earn university credit if they pay the AP Exam registration fee and score a particular benchmark score on the AP Exam. Each post- secondary institution set its own benchmark requirement for each course. These courses use the AP Grading Scale and shall be weighted with an additional 1 quality point on the weighted GPA. Students and parents must complete an Advanced Placement Program Commitment Contract to register for AP course(s).

## Post AP

These courses are taught at a 200 or 300 college level and require applicable AP course work. These courses cover sophisticated topics in mathematics, science, or computer science. Each post-AP course receives an additional 1.0 points on GPA weighting.

# Enrollment in Advanced Courses

Students in grades seven through twelve (7-12) may enroll in available advanced courses including, but not limited to, advanced English language arts, mathematics, or science courses. To enroll in these courses, students shall meet the following standards:

1. **Honors Courses**: Have a teacher recommendation and/or grade of B or higher in the prerequisite course. Students should be "On Track" or "Mastered" on the most recent TCAP (Tennessee Comprehensive Assessment Program) assessment. In English language arts, students' reading level should be no more than one grade level below their actual grade level.
2. **Dual Credit Courses**: Teacher recommendation and/or passing grade of the prerequisite course and "On Track" or "Mastered" on the most recent TCAP Assessment.
3. **Dual Enrollment**: Have a teacher recommendation and/or grade of B or higher in the prerequisite course. In English language arts, students' reading level should be at grade level. Students must have the prerequisites dictated by the post-secondary institution required for the coursework.
4. **Advanced Placement**: Have a teacher recommendation and/or grade of B or higher in the prerequisite course. Students should be "On Track" or "Mastered" on the most recent TCAP assessment. In English language arts, students' reading level should be at grade level.

The principal of each school shall have the authority to require additional criteria for the enrollment in advanced courses to fit the needs of the students within the school. Students may self-select to take any of the above listed types of courses by overriding a teacher recommendation and/or the listed standards.

### Notification

Parent(s)/guardian(s) shall be provided with written notification of a student's eligibility to enroll in advanced courses. The notification shall state that a student will remain enrolled in the course unless the parent/guardian timely submits a written request for removal. **The ORHS window for schedule changes is within the first(1st) five (5) school days of class.**

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

## Special Courses

### Intervention

Courses such as Core Focus, RTI2 Tier 2, and RTI2 Tier 3 are designed to provide students extra support in English and Mathematics. Students are referred to these courses by their teachers based on various data points such as grades and scores on skills assessments. Core Focus intervention courses are non-credit bearing. RTI2 Tier 2 courses bear credit but are pass/fail and therefore are not figured into a student's Grade Point Average unless the student fails the course. RTI2 Tier 3 courses are graded on the CP grading scale and are figured into a student's Grade Point Average.

### AVID/Wildcat Scholars

AVID (Advancement Via Individual Determination) and Wildcat Scholars are college- readiness systems designed to increase students' college knowledge and readiness skills. Students in the AVID and Wildcat Scholars electives will receive instruction in student empowerment, leadership, academic rigor, organization, collaboration, and college/career readiness. They will receive academic support from tutors through collaborative group sessions. Students may be recommended by teachers or self-select into the AVID program. The elective credits earned can serve as an enhancer to any pathway but cannot count toward the 3 required pathway focus credits. AVID will use the CP Grading Scale and carry no additional weight toward the weighted GPA.

### General Education Work-Based Learning

This course is for Juniors and Seniors only and requires teacher recommendation as well as a student application. The course is a credit-bearing, pass/fail course and is not included in the GPA calculation unless the student fails the course. Students must be in good academic, attendance, and discipline standing to participate.

## Dual Enrollment Application Instructions

Participation in a Dual Enrollment course requires three steps to be completed at the beginning of the semester in which the course is taken:

1. Application and acceptance at the partnering post-secondary institution
2. Application for the TN Dual Enrollment Grant (see more information below)
3. Register for appropriate classes

## TN Dual Enrollment Grant Information

The Dual Enrollment Grant program is defined as a grant for study at an eligible postsecondary institution that is funded from net proceeds of the state lottery and awarded to students who are attending an eligible high school and who are also enrolled in college courses at eligible postsecondary institutions for which they will receive college credit.

The Dual Enrollment Grant program is funded by the Tennessee Lottery and administered by the Tennessee Student Assistance Corporation. This program provides opportunities for students to begin working toward a college degree, while still pursuing a high school diploma. This is not the HOPE Scholarship awarded to college students.

### Eligibility and Participation Requirements

To be eligible for the Dual Enrollment Grant program, a student enrolled in an eligible high school must be admitted to and enrolled in an eligible postsecondary institution. Institutional admission requirements will govern the initial grant eligibility of dual enrollment students. A student must be a Tennessee resident, as defined by regulations promulgated by the Tennessee Board of Regents under TCA §49-8-104. To be eligible, the student must:

1. Have completed all of the academic requirements of the 10th grade (high school sophomore) and be classified as an 11th grader (high school junior) or 12th grader (high school senior) by the student's high school.
2. Apply for the grant as a junior and/or senior prior to high school graduation.
3. Complete and submit the Dual Enrollment Grant application on-line by the deadline date for each semester.
4. Meet admissions criteria for dual enrollment for the postsecondary institution to which the student will enroll as a dual enrolled student.
5. Enrollment at the postsecondary institution requires no minimum number of hours.
6. Comply with United States Selective Service System requirements for registration, if such requirements are applicable to the student.
7. Comply with federal drug-free rules and laws for receiving financial assistance.
8. Not be in default on a federal Title IV educational loan or Tennessee educational loan.
9. Not owe a refund on a federal Title IV student financial aid program or a Tennessee student financial aid program.
10. Not be incarcerated.
11. Not have already received a high school diploma, revised General Education Development (GED) diploma or HiSET; and
12. Be attending an eligible postsecondary institution. Click Here for listing.

*See more at: https://www.tn.gov/collegepays/money-for-college/tn-education-lottery-programs/dual-enrollment-grant.html

### Dual Enrollment Grant Funding Requirements:

- A student qualifies to receive the Dual Enrollment Grant by meeting the admission requirements of the institution the student plans to attend and by applying for the grant as a resident of this state as a high school junior or senior or after completing the 8th grade requirements if enrolled at a Tennessee College of Applied Technology.
- Students may enroll at two-year or four-year eligible postsecondary institution and continue receiving the Dual Enrollment Grant for up to ten (10) lifetime courses by maintaining all eligibility requirements and achieving a minimum cumulative 2.0 GPA for all postsecondary semester courses attempted as a recipient of the grant.
- Students enrolled in a TN College of Applied Technology clock hour program may continue receiving the Dual Enrollment Grant by maintaining all eligibility requirements and achieving a minimum cumulative 2.0 GPA for up to 1296 clock hours.
- For students enrolled at a TN College of Applied Technology, the award amount for dual enrollment course is the average tuition estimated annually by the TN Board of Regents for regular in-state tuition, plus an additional dual enrollment access fee of five (5%) of the average tuition.
- For students enrolled at 2-year and 4-year eligible postsecondary institutions, the per credit hour award amounts for the first five (5) dual enrollment semester hour courses are the average tuition estimated annually by the Tennessee Board of Regents at community colleges, plus an additional dual enrollment access fee of five (5%) of the average tuition.
- For a student's sixth (6th) through tenth (10th) dual enrollment semester hour courses, TSAC (Tennessee Student Assistance Corporation) will determine the annual award per semester credit hour.

### Eligibility

A student's participation in the Dual Enrollment Grant program is limited to the remaining amount of time normally required to complete the high school diploma, from the time of initial participation in the program. The grant is available for the summer terms, prior to graduation from high school.

**CREDIT HOURS AND GRADE AVERAGE DETERMINATION RULE**

1. **Students who plan to take Dual Enrollment courses their junior year should plan to take the ACT during their sophomore year.**
2. The grade point average is the numbered grade average calculated using a 4.00 grading scale, calculated to the hundredth decimal.
3. The postsecondary cumulative grade point average used to determine eligibility for a renewal of a Dual Enrollment Grant must be calculated by the institution the student is currently attending, utilizing its institutional grading policy, and must be based on all credit hours attempted, except as otherwise provided in these rules.
4. Courses in which a student enrolls as an audit student for which no college credit will be received cannot be paid with a Dual Enrollment Grant award.
5. Students who obtain a grade change shall notify the Registrar's Office at the postsecondary institution within thirty (30) calendar days of the grade change. If the grade change makes the student eligible for a Dual Enrollment Grant, the student can be awarded retroactively in the current award year. If the grade change affects the student's eligibility from the previous award year, the award may be adjusted in the current award year.
6. Semester hours attempted under the Dual Enrollment Grant program grant shall not count toward the total semester hours attempted at postsecondary institutions for Tennessee HOPE Scholarship eligibility.
    a. **Dual enrollment courses attempted while in high school will not reduce the student's HOPE Scholarship award amount in college.**

7. The corresponding grades for the postsecondary credit hours taken as a dual enrollment credit shall not be included in the postsecondary cumulative grade average for purposes of the Tennessee HOPE Scholarship program.
8. To be eligible for a Dual Enrollment Grant for any semester beyond the first semester of receipt, the student shall continue to meet all eligibility requirements for the grant and shall achieve a cumulative college grade point average of 2.00 for all postsecondary courses attempted while participating in the Dual Enrollment Grant program.
9. A student enrolled in a matriculating status at an eligible postsecondary institution shall qualify for an award payment for distance learning courses, participation in a co-op program and internship programs, if all other eligibility requirements are met.

*See more at: https://www.collegefortn.org/tsacstudentportal/

### Dual Enrollment Course Selection

Students should be strategic in their use of TN Dual Enrollment Grant funds. This is a case in which the six-year academic plan holds the most value. Students should select Dual Enrollment Courses carefully by keeping in mind their future post-secondary plans. Students who plan to take Dual Enrollment courses their junior year should plan to take the ACT during their sophomore year.

## Roane State Community College Middle College

For years, Roane State has offered dual enrollment courses, which allow students to earn some college credit. Middle College goes a step farther by allowing students to earn a college degree while in high school. Through Middle College, selected sophomores in local school systems as well as home schools can graduate from high school and Roane State with an associate degree. The program offers students an opportunity to complete 60 hours (four semesters) of college credit, more courses than most students can typically take through dual enrollment alone. Middle College students can graduate high school as a college junior.

Middle College graduates still qualify for freshman level scholarships at the university. Early College is also available for high school seniors who did not begin Middle College in their junior year. Students who begin Roane State in their senior year of high school do not graduate with their associate degrees at the time of high school graduation. Middle College and Early College are an opportunity for motivated students to start college early and get a head start on their degrees, all while preserving their high school experience. College classes will be primarily scheduled in the morning, allowing students to return to their high schools in the afternoons for activities such as sports, yearbook, and band.

### What determines eligibility?

Candidates for Middle College are rising juniors, and candidates for Early College are rising seniors in partnered school systems, identified by their high school counselors and administration based on scores from the Pre-ACT test. In Oak Ridge, students must have met the ACT sub-score benchmarks (Math: 21; English: 18; Reading: 19) and have an overall unweighted GPA of 3.0. For Middle College and Early College, students must also have completed Algebra II before beginning their Roane State courses.

### Are scholarships offered?

Beginning Fall 2018, incoming Middle College students can qualify for $600 per semester for four semesters to help offset tuition. To qualify, students must have a 3.0 high school GPA. To retain the scholarship, students must maintain at least a 3.0 college GPA in each semester. If a student's GPA falls below a 3.0 in any semester, the scholarship will be discontinued for that student.

For more information, visit http://www.roanestate.edu/?9638-Middle-College

## Pupil Course Load

All full-time students in grades 9-12 shall be enrolled each semester in subjects that produce at least six units of graded credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the Superintendent of Schools and then to the Board.

- All students must take a minimum of three graded, credit-bearing classes per semester plus lunch.
- Students are strongly encouraged to take no more than six (6) honors, advanced, AP, or dual enrollment courses regardless of the department in which the courses are offered (i.e., music) during the same year. For that reason, all students enrolling in six (6) or more honors, advanced, AP, or dual enrollment courses during the same year must submit a signed Six or More Advanced Courses Contract found on the student's registration form before the student's schedule is finalized.

## Athletic Eligibility

### High School (TSSAA)

To be eligible to participate in athletic contests during any semester students must meet the following requirements as certified by the Athletic Director:

- Students shall have regular enrollment, attendance, and carry at least five full courses or the equivalent.
- Students must earn five credits the preceding school year if less than 24 credits are required for graduation or six credits the preceding school year if 24 or more credits are required for graduation. All credits must be earned by the first day of the beginning of the school year. Academic eligibility for a student is based on the requirements of the school the student was attending at the conclusion of the previous school year.

### College (NCAA)

Athletes should check the NCAA website for all updates.

Division I Academic Requirements

Division II Academic Requirements

To be eligible to participate in college athletics, all NCAA Division I and II schools require entering freshmen to have:

- The minimum GPA on a 4.0 scale for Division 1 is a 2.3 GPA and for Division 2 is a 2.2 GPA. This must be maintained in the following core curriculum (college preparatory) courses:

| | Division I | Division II |
|---|---|---|
| English | 4 credits | 3 credits |
| Math | 3 credits | 2 credits |
| Science | 2 credits | 2 credits |
| Social Studies | 2 credits | 2 credits |
| Additional English, Math, or Science | 1 credit | 3 credits |
| Additional English, Math, Science, Social Science, World Language, or Computer Science | 4 credits | 4 credits |
| Total | 16 credits | 16 credits |

## (NAIA)

The student must meet two of three entry level requirements:

1. A minimum score of 18 on the ACT or 970 on the SAT.
2. Achieve an overall high school grade point average of 2.0 on a non-weighted 4.0 scale.
3. Graduate in the top half of the high school graduating class.

## College Admission Tests

Colleges rely on two primary testing programs for admission and/or placement: the ACT and the SAT. These tests are taken primarily during a student's junior year. Sophomores and juniors can take the Preliminary Scholastic Aptitude Test (PSAT) in October (optional). The ACT is state mandated and will be given in the spring of the junior year. This test is paid for by the state. Students are encouraged to register and pay for an additional ACT before the end of the first semester of their Senior year. For the past several years, the State of Tennessee has provided one free test in the fall for Seniors in addition to that in the junior year. However, this is not guaranteed annually. Students who qualify for lunch assistance are provided with two additional fee waivers from ACT which cover any late fee and the writing portion of ACT. Out-of- state colleges may also require the ACT writing portion or SAT II subject tests. Please see your counselor or contact the college/university directly for more detailed information. Students who receive accommodations through an IEP (Individualized Education Program) or 504 plan should see their IEP case manager or assistant principal to assist with requesting their accommodations on these tests if applicable.

## College Funding

### Hope Scholarship

Four-Year Institutions and two-year institutions with on-campus housing: Up to $1,750 per full-time enrollment semester as a freshmen and sophomore; then up to $2,250 per full-time enrollment semester as a junior and senior.

Two-Year Institutions: Up to $1,500 per full-time enrollment semester as a freshman and sophomore.

To receive HOPE Scholarship funding, students must:

- Achieve a minimum of a 21 ACT (or concordant equivalent score on the SAT- est. 1450-1500), exclusive of the essay and optional subject area battery tests OR
- Overall minimum 3.0 grade point average (GPA*)
- ACT/SAT exams must be taken on a national or state test date and before the first day of college enrollment.
- Complete the Free Application for Federal Student Aid (FAFSA).

### Tennessee Promise

High school seniors in Tennessee may apply for the Tennessee Promise scholarship, which will provide for two years of tuition-free attendance at a community or technical college in Tennessee.

To receive Tennessee Promise funding, students must:

- Apply to the program by the deadline in the fall of their Senior year.
- Attend two mandatory meetings held in their Senior year. Failure to attend the mandatory meeting will result in the loss of the Tennessee Promise.
- Complete the Free Application for Federal Student Aid (FAFSA) by the deadline, which typically falls on February 1st.
- Complete community service requirement by deadline.
- For more information, check TNPromise.gov

### Activities

Participation in activities such as student government, band, clubs, athletics, and performing arts may be regarded as important. In addition, community service is a criterion many colleges consider for admission and/or scholarships.

### Personal recommendations by teachers and counselors

Letters written by people who know you best will help highlight your strengths and abilities. When requesting letters of recommendation, allow at least three (3) school weeks for completion and account for school holidays in this timeframe. Letters of Recommendation requests submitted to counselors or teachers less than three weeks before the institution's due date are not guaranteed to be completed. Students should complete a Student Information Worksheet or design a resume.

### Personal essay or statement

Many schools will require you to write an essay or personal statement.

### Registration Process

Registration for rising 9th graders will occur at the middle schools. A high school counselor will facilitate the registration process with the middle school staff, parents, and students.

Students in the 9th, 10th and 11th grade will register with a school counselor in the spring of each year. Parents and students are also welcomed to make an appointment with their school counselor for an individual planning meeting. If a student has not registered by the end of the registration period, a schedule will be assigned to him/ her by the school.

## Teacher Recommendations for Courses

Students' current teachers will make recommendations for the courses students should take the following year. While each teacher will make a recommendation based on the specific core area, it is important to consider the overall course load. If a student and/or guardian disagrees with the teacher's recommendation or has concerns about the academic challenge, he/she must complete a Parent Recommended Course Override to request a different placement. Please note:

- Parent Recommended Course Overrides are binding for one complete course. Once the override has been approved, the course cannot be dropped.
- Parents may indicate the wish to override teacher recommendations on the registration form.

## Pupil Course Load

All full-time students in grades 9-12 shall be enrolled each semester in subjects that produce at least six units of graded credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the Superintendent of Schools and then to the Board.

- All students must take a minimum of three graded credit-bearing classes per semester plus lunch.
- Students are strongly encouraged to take no more than six (6) honors, advanced, AP, or dual enrollment courses regardless of the department in which the courses are offered (i.e., music) during the same year. For that reason, all students enrolling in six (6) or more honors, advanced, AP, or dual enrollment courses during the same year must submit a signed Six or More Advanced Courses Contract found on the student's registration form before the student's schedule is finalized.

## Teacher Preference Requests

We do not honor teacher-preference requests. We will, however, do our best to honor student requests to not have the same teacher twice.

## Schedule Changes

We try to make the registration process as smooth as possible at Oak Ridge High School. One way we do this is by building the Master Schedule for both teachers and students only after we have received all student requests for courses during registration. The Master Schedule, therefore, is determined by the student registration and provides the maximum accommodation for the courses desired by ORHS students, with a minimum of schedule conflicts.

Because the Master Schedule is based entirely upon initial student registration, it is essential that students remain in the courses for which they register. Students and parents will have an opportunity to drop/add courses during a window at the beginning of the fall semester only for year-long courses or during a window at the beginning of each semester for semester-long and term courses. Students requesting a change should submit a drop/add form to the counseling office within the five (5) day drop/add period. Forms may be found in the counseling office.

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

## Problems with a class:

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

1. The student should consult the teacher for ways to improve.
2. The student is expected to engage in the solutions offered by the teacher. This may include one-to-one tutoring with the teacher and/or small group tutoring offered after school in the counseling office.
3. If the problem still exists, the parent should communicate with the teacher.
4. If the problem continues to exist, the parent can request a school meeting to include the teacher, the student, the parent(s), the appropriate school counselor, and the grade level assistant principal. The team will form a plan of action.
5. Schedule changes after the drop/add periods for students and teachers must be approved by the Assistant Principal of Curriculum and will only be honored if extenuating circumstances exist and the previously stated steps have been followed.

# Identification of STEM Elements in Coursework

## Physical Sciences (PS)

PS1: Matter and Its Interactions

A. Structure and Properties of Matter
B. Chemical Processes
C. Nuclear Processes

PS2: Motion and Stability: Forces and Interactions

A. Forces, Fields, and Motion
B. Types of Interactions
C. Stability and Instability in Physical
D. Systems

PS3: Energy

A. Definitions of Energy
B. Conservation of Energy and Energy Transfer
C. Relationship Between Energy and Forces and Fields
D. Energy in Chemical Processes and Everyday Life

PS4: Waves and Their Applications in Technologies for Information Transfer Ecosystem Dynamics, Functioning, and Resilience

A. Change Wave Properties: Mechanical and Electromagnetic
B. Electromagnetic Radiation
C. Information Technologies and Instrumentation

## Earth and Space Sciences (ESS)

ESS1: Earth's Place in the Universe

A. The Universe and Its Stars
B. Earth and the Solar System
C. The History of Planet Earth

ESS2: Earth's Systems

A. Earth Materials and Systems
B. Plate Tectonics and Large-Scale System Interactions
C. The Roles of Water in Earth's Surface Processes
D. Weather and Climate
E. Bio-geology

ESS3: Earth and Human Activity

A. Natural Resources
B. Natural Hazards
C. Human Impacts on Earth Systems
D. Global Climate

## Life Sciences (LS)

LS1: From Molecules to Organisms: Structures and Processes

A. Structure and Function
B. Growth and Development of Organisms
C. Organization for Matter and Energy Flow in Organisms
D. Information Processing

LS2: Ecosystems: Interactions, Energy, and Dynamics

A. Interdependent Relationships in Ecosystems
B. Cycles of Matter and Energy Transfer in Ecosystems
C. Social Interactions and Group Behavior

LS3: Heredity

A. Inheritance of Traits
B. Variation of Traits

LS4: Biological Change: Unity and Diversity

A. Evidence of Common Ancestry
B. Natural Selection
C. Adaptation
D. Biodiversity and Humans

## Science And Engineering Practices (SEP)

Asking questions (for science) and defining problems (for engineering) to determine what is known, what has yet to be satisfactorily explained, and what problems need to be solved.

A. Developing and using models to develop explanations for phenomena, to go beyond the observable and make predictions or to test designs.
B. Planning and carrying out controlled investigations to collect data that is used to test existing theories and explanations, revise and develop new theories and explanations, or assess the effectiveness, efficiency, and durability of designs under various conditions.
C. Analyzing and interpreting data with appropriate data presentation (graph, table, statistics, etc.), identifying sources of error and the degree of certainty. Data analysis is used to derive meaning or evaluate solutions.
D. Using mathematics and computational thinking as tools to represent variables and their relationships in models, simulations, and data analysis to make and test predictions.
E. Constructing explanations and designing solutions to explain phenomena or solve problems.
F. Engaging in argument from evidence to identify strengths and weaknesses in a line of reasoning, to identify best explanations, to resolve problems, and to identify best solutions.
G. Obtaining, evaluating, and communicating information from scientific texts to derive meaning, evaluate validity, and integrate information.

## Crosscutting Concepts (CC)

A. Pattern observation and explanation
B. Cause and effect relationships that can be explained through a mechanism
C. Scale, proportion, and quantity that integrate measurement and precision of language
D. Systems and system models with defined boundaries that can be investigated and characterized by the next three concepts
    1. Energy and matter conservation through transformations that flow or cycle them into, out of, or within a system
    2. Structure and function of systems and their parts
    3. Stability and change of systems

## International Society for Technology in Education (ISTE) Standards for Students

A. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
    1. Apply existing knowledge to generate new ideas, products, or processes
    2. Create original works as a means of personal or group expression
    3. Use models and simulations to explore complex systems and issues
    4. Identify trends and forecast possibilities
B. Communication and collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
    1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
    2. Communicate information and ideas effectively to multiple audience using a variety of media and formats
    3. Develop cultural understanding and global awareness by engaging with learners of other cultures
    4. Contribute to project teams to produce original works or solve problems
C. Research and information fluency
Students apply digital tools to gather, evaluate, and use information.
    1. Plan strategies to guide inquiry
    2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
    3. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
    4. Process data and report results
D. Critical thinking, problem solving, and decision making
Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources.
    1. Identifyanddefineauthenticproblemsandsignificantquestionsforinvestigation
    2. Plan and manage activities to develop a solution or complete a project
    3. Collect and analyze data to identify solutions and/or make informed decisions
    4. Use multiple processes and diverse perspectives to explore alternative solutions

## Engineering Design

ETS1: Engineering Design

A. Defining and Delimiting and Engineering Problems
B. Developing Possible Solutions
C. Optimizing the Solution Design

ETS2: Links Among Engineering, Technology, Science, and Society

A. Interdependence of Science, Technology, Engineering, and Math (STEM)
B. Influence of Engineering, Technology, and Science on Society and the Natural World

ETS3: Applications of Science

A. Applying Scientific Literacy
B. Examining Science Practices

Standards for Mathematical Practice

A. Make sense of problems and persevere in solving them.
B. Reason abstractly and quantitatively.
C. Construct viable arguments and critique the reasoning of others.
D. Model with mathematics.
E. Use appropriate tools strategically.
F. Attend to precision.
G. Look for and make use of structure.
H. Look for and express regularity in repeated reasoning.

Number and Quantity

A. The Real Number System
B. Quantities
C. The Complex Number System
D. Vector and Matrix Quantities
E. Financial Mathematics

Algebra

A. Seeing Structure in Expressions
B. Arithmetic with Polynomials and
C. Rational Expressions
D. Creating Equations
E. Reasoning with Equations and Inequalities
F. Sequence and Series

Functions

A. Interpreting Functions
B. Building Functions
C. Linear, Quadratic, and Exponential Models
D. Parametric Equations
E. Conic Sections
F. Linear Programming
G. Logic and Boolean Algebra
H. Problem Solving
I. Trigonometric Functions
J. Graphing Trigonometric Functions

Geometry

A. Congruence
B. Similarity, Right Triangles, and Trigonometry
C. Circles
D. Expressing Geometric Properties with Equations
E. Geometric Measurement and Dimension
F. Modeling with Geometry
G. Applied Trigonometry
H. Trigonometric Identities
I. Polar Coordinates

Statistics and Probability

A. Interpreting Categorical and Quantitative Data
B. Making Inferences and Justifying Conclusions
C. Conditional Probability and Rules of Probability
D. Using Probability to Make Decisions
E. Modeling with Data
F. Organize and Interpret Data
G. Counting and Combinatorial Reasoning
H. Normal Probability Distribution
I. Understand and Use Confidence Intervals

## Course Length Options on a Block Schedule

| | |
|---|---|
| Year-long on a block | These courses award 2 credits. Semester 1 and Semester 2 are co-requisites. The first credit is earned in the first semester, and the second credit is awarded in the second semester. |
| Year-long skinny on a block | These courses are partnered with a co-requisite, usually in another department. Each course meets each day for the entire year for approximately 45 minutes. At the end of the year, students earn 1 credit in each of the two courses. |
| Semester | These courses meet for one semester on a block. Therefore, students earn 1 full credit in the course at the end of the semester. |
| Term | These courses meet for one term on a block. Therefore, students earn ½ credit in the course at the end of the term. Students must register for another ½ credit course that also meets for a term when registering for these courses. |
| Year-long skinny at lunch | These courses meet opposite lunch during the lunch block. They meet all year for approximately 25 minutes each day and thus result in ½ credit at the end of the year. |

# ORHS Coursework

## Oak Ridge High School | 2024-2025

# Graduation Requirements

To graduate, a student must finish the credit requirements outlined below within four years and the summer following the senior year to count as an on-time graduate by the Tennessee Department of Education.

| GRADUATION REQUIREMENTS | | | |
|---|---|---|---|
| **SUBJECT** | **COURSES REQUIRED** | | **CREDITS REQUIRED** |
| **English** | • English 9<br>• English 10 | • English 11<br>• English 12 | 4 Credits |
| **Math** | • Algebra 1<br>• Geometry | • Algebra 2<br>• **+1 Choice*** | 4 Credits |
| **Science** | • Biology<br>• Chemistry or Physics | • **+1 Choice** | 3 Credits |
| **Social Studies** | • US Gov + Personal Finance<br>• US History | • World History<br>• Economics | 3.5 Credits |
| **Lifetime Wellness** | • Wellness A<br>• Wellness B | • **3rd Wellness**** | 1.5 Credits |
| **World Languages** | • 2 Credits in the same language | | 2 Credits |
| **Visual & Performing Arts** | • 1 Credit Visual or Performing Arts | | 1 Credit |
| **Elective Focus** | • At Least 3 Credits in Selected Pathways | | 3 - 9 Credits |
| **Total Credits Required for Graduation** | | | **28 Credits** |

*Students must be enrolled in a mathematics course or an approved substitution each school year per Tennessee State Board of Education Policy 2.103.

**3rd Wellness can be obtained through taking wellness C, one season of interscholastic athletics, marching band, 2 credits of NJROTC, repeating wellness B, or taking athletic conditioning.

***General studies elective pathway at counselor discretion.

^World Language and Fine Arts Waivers may be submitted by administrative approval. See full paragraph about this option if needed.

+Beginning with the class of 2028, all students are required to take 1 credit of Computer Science before graduation.

## Elective Focus

**Built into our graduation requirements are 3 credits in an elective focus; however, students have an additional 6 credits with which they can explore multiple pathways.** An elective focus is a program of study consisting of at least three electives beyond the core requirements. The elective focus and pathway options are outlined in the ORHS Coursework section of this guide. According to Tennessee State Board of Education High School Policy 2.103 Section 1(18) (b), the ORS Superintendent may waive the third (3rd) credit requirement of the elective focus during a student's senior year if the completion of the elective focus would prevent or delay graduation. This waiver option includes those students who transfer during the junior or senior year to a Tennessee high school from a school in another state or from a non-public school.

### How are Pathways identified?

Pathways align with career clusters identified by the Tennessee School Board Association, with special consideration given to availability of instructors and interest of the current student body.

### What if my student changes Pathways?

Students are encouraged to explore multiple pathways at ORHS. By requiring 3 credits in an elective focus, it affords students time and flexibility to take courses in other pathways and change if needed.

### What should my student consider when choosing a Pathway?

The student's personal interests and strengths should be a determining factor when choosing a pathway, however, other factors including job demand/work force needs, required degrees and certifications and median salary available on the TSBA Data Dashboard.

### What is an Elective Focus?

We offer five categories of elective focus, with aligned pathways

**Advanced Studies**
- Advanced Placement & Dual Studies
- Advanced Math & Science

**Arts, Business, and Communications**
- Broadcasting
- Business, Finance, & Marketing
- Digital Arts
- Performing Arts
- Visual Arts

**Health and Public Services**
- Cosmetology
- Education & Training
- Exercise Science
- Health Science
- NJROTC

**Humanities**
- English Language Arts
- Social Studies
- World Languages

**Industry and Innovation**
- Automotive
- Aviation
- Information Technology
- iSchool Wildcat Manufacturing
- Residential & Commercial Electricity or Building Construction
- STEM Engineering & Machining
- Welding

## Exploring Pathways

**Students must complete any three (3) of the courses aligned to their Elective Focus.**

| ***Advanced Studies Elective Focus*** | |
|---|---|
| **Advanced Placement and Dual Studies** | • Any 3 AP, Dual Enrollment, or Dual Credit classes<br>• Additional elective(s) based on subject or career interest |
| **Advanced Math & Science** | • Any math courses beyond graduation requirements *(includes Math Thesis 1 & 2 by recommendation)*<br>• Any science courses beyond graduation requirements<br>• Additional elective(s) based on subject or career interest |
| ***Arts, Business, and Communications Elective Focus*** | |
| **Broadcasting** | • Broadcasting 1<br>• Broadcasting 2 Dual Credit with PSCC<br>• Broadcasting 3<br>• Broadcasting 4 Career Practicum and/or Work-Based Learning |
| **Business, Finance and Marketing** | • Computer Applications<br>• Introduction to Business and Marketing<br>• Accounting 1 & Accounting 2<br>• Business Marketing & Management<br>• Virtual Enterprise and/or Work-Based Learning |
| **Digital Arts** | • Digital Arts 1<br>• Digital Arts 2<br>• Digital Arts 3<br>• Digital Arts 4 Career Practicum and/or Work-Based Learning |
| **Performing Arts** | • Band (multiple levels)<br>• Choir (multiple levels)<br>• Orchestra (multiple levels)<br>• Color Guard (multiple levels) |
| **Visual Arts** | • Art Foundations<br>• 2D Visual Art<br>• Ceramics (DE option)<br>• Digital Art<br>• Printmaking<br>• Photography<br>• AP Studio |

| ***Health and Public Services Elective Focus*** | |
|---|---|
| **Cosmetology** | • Introduction to Business & Marketing<br>• DE Cosmetology 1<br>• DE Cosmetology 2 |
| **Education & Training** | • Early Childhood Education Careers 1<br>• Early Childhood Education Careers 2<br>• Early Childhood Education Careers 3<br>• Early Childhood Education 4 Work-Based Learning |
| **Exercise Science** | • Health Science Education<br>• Rehabilitation Careers<br>• Anatomy & Physiology and/or DE Gross Anatomy<br>• Wellness Beyond Graduation Requirements<br>• Athletic Conditioning |
| **Health Science** | • Health Science Education<br>• Medical Therapeutics<br>• Rehabilitation Careers<br>• Anatomy & Physiology and/or DE Gross Anatomy<br>• DE Clinical Services & Clinical Internship or DE Nursing Services Work-Based Learning |
| **NJROTC** | • Naval Science JROTC 1<br>• Naval Science JROTC 2<br>• Naval Science JROTC 3<br>• Naval Science JROTC 4+<br>• Additional elective(s) based on subject or career interest |
| ***Humanities Elective Focus*** | |
| **English Language Arts** | • English Language Arts electives beyond graduation requirements including AP and DE coursework |
| **Social Studies** | • Social Studies electives beyond graduation requirements including AP and DE coursework |
| **World Languages** | • World Language electives beyond graduation requirements including AP and DE coursework |

| *Industry and Innovation Elective Focus* | |
|---|---|
| **Automotive** | • Automotive Maintenance 1<br>• Automotive Maintenance 2<br>• DE Automotive Maintenance 3<br>• DE Automotive Maintenance 4<br>• Work-Based Learning |
| **Aviation** | • Introduction to Aerospace<br>• Aviation 1 & 2 (ground tests)<br>• Aviation Airframe & Power Plant (A&P) 1 & 2<br>• Work-Based Learning Flight School (flight tests)<br>• Dual Credit by Exams with MTSU |
| **Information Technology** | • Coding 1 or Cybersecurity 1<br>• AP Computer Science Principles<br>• AP Computer Science A<br>• DE Programming, DE Cybersecurity (CompTIA), and/or Work-Based Learning |
| **iSchool & Wildcat Manufacturing** | • iSchool 1<br>• iSchool2<br>• DE Wildcat Manufacturing WBL 3<br>• DE Wildcat Manufacturing WBL 4 |
| **Residential & Commercial Electricity and Construction** | • Advanced STEM 1 and/or Welding 1<br>• DE Residential and Commercial Electricity 1 and<br>• DE Residential and Commercial Electricity 2 or<br>DE Building Construction 1 and DE Building Construction 2 |
| **STEM Engineering & Machining** | • Advanced STEM 1<br>• Advanced STEM 2<br>• DE Machine Tool/Advanced STEM 3<br>• DE Machine Tool/Advanced STEM 4 and/or Work-Based Learning |
| **Welding** | • Welding 1<br>• Welding 2<br>• DE Welding 3<br>• DE Welding 4 and/or Work-Based Learning |

## Advanced Manufacturing

To satisfy graduation requirements, each student must earn three credits from a pathway focus beyond the core content. Three courses from an advanced manufacturing career program of studies will fulfill this requirement.

Advanced manufacturing is a critical sector of Tennessee's economy. Compared to the national rate of 5.2 percent, job creation in Tennessee is soaring in manufacturing fields, accounting for $30.2 billion (about $93 per person in the US) in manufactured goods exported every year and a nine percent overall increase over the last four years. After several consecutive years of strong job gains, the demand for skilled workers shows no sign of slowing.

| Advanced Manufacturing | | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **Welding** | Welding I<br>OSHA 10<br>American Welding Society Cert | Welding II<br>Principles of Welding<br>OSHA 10<br>American Welding Society Cert<br>DE option w/ TCAT Knoxville | Dual Enrollment Welding III<br>OSHA 10<br>American Welding Society Cert<br>DE w/TCAT Knoxville | Dual Enrollment Welding IV<br>OSHA 10<br>American Welding Society Cert<br>DE w/TCAT Knoxville<br>WBL<br>(See special programs) |
| **Advanced STEM DE Machine Tool Technology** | Advanced STEM I Foundations<br>AutoDESK and OSHA 10 Certifications | Advanced STEM II Applications<br>AutoDESK and OSHA 10 Certifications<br>DE option w/ TCAT Knoxville | DE Advanced STEM III<br>AutoDESK and OSHA 10 Certifications<br>DE w/ TCAT Knoxville | DE Advanced STEM IV<br>AutoDESK and OSHA 10 Certifications<br>DE w/ TCAT Knoxville<br>WBL<br>(See special programs) |
| **iSchool Advanced Manufacturing** | iSchool I<br>AutoDESK and Scrum Certifications | ISchool II<br>AutoDESK and Scrum Certifications | DE iSchool III Wildcat Manufacturing<br>AutoDESK, Snap-On PMI, and Scrum Certifications | DE iSchool IV Wildcat Manufacturing WBL<br>AutoDESK, Snap-On PMI Scrum Certifications<br>WBL<br>(See special programs) |

| Welding I (NIC) | | 605786 |
|---|---|---|
| *GPA Weight: 1* | *Grading Scale: General; CIC if certification attempted* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |

Welding I students will learn basic skills and knowledge related to cutting and welding applications. Course content includes safe practices, career research, leadership development, and basic arc welding and thermal cutting skills. Combined with the second- and third-year courses, Basic Principles of Welding and Welding Applications and Certification, the student should be prepared for Entry Level Welder Certification, as defined by American Welding Society QC10. A written safety test must be passed with 100% before a student is allowed to work in the lab. Membership in Skills USA is encouraged. Students will take certification tests for various welding processes and positions. Students who complete the three-course sequence should be prepared for Entry Level Welding Certification, as defined by American Welding Society, QC10.

| | |
|---|---|
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html |
| Prerequisites: | None |
| Counseling Notes: | This is the first course in the Welding path of study. Students who wish to pursue CCTE (College, Career, and Technical Education) concentrator status must take 3 courses in a single pathway. Welding gloves, safety glasses, and steel-toed leather boots are required for Lab Safety. |

| Welding II (NIC) | | 615786 |
|---|---|---|
| *GPA Weight: 1* | *Grading Scale: Honors; CIC if certification attempted* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |

Welding II is a course designed to follow Introduction to Welding, in which students will learn more advanced skills and knowledge related to cutting and welding applications. Welding and cutting skills development will continue in a series of projects. Combined with the third course, Advanced Welding applications and Certification, the student should be prepared for Entry Level Welding Certification, as defined by American Welding Society QC10. Students will take certification tests for various welding processes and positions. Students that complete the three-course sequence should be prepared for Entry Level Welding Certification, as defined by American Welding Society, QC10.

| | |
|---|---|
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html |
| Prerequisites: | Welding I and instructor recommendation |
| Counseling Notes: | This is the second course in the Welding path of study. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. Welding gloves, safety glasses, and steel-toed leather boots are required for Lab Safety. Dual Enrollment is available through Tennessee College of Applied Technology, Knoxville. |

| DE Welding III (NIC) | | 605787 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment; Honors if not dually enrolled* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |
| DE Welding is a course designed to teach more advanced techniques and skills related to cutting and welding applications. Welding and cutting skills developed in Welding 1 and Welding 2 will be used to satisfactorily complete a series of industry certification tests. Following the completion of this course, including successful passage defined by American Welding Society QC10. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Welding II and teacher recommendation. | |
| Counseling Notes: | This is the third course in the Welding path of study and may be repeated for additional hours of credit and certification. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. Welding gloves, safety glasses, and steel-toed leather boots are required for Lab Safety. Students will take certification tests for various welding processes and positions. Certification: Entry-Level American Welding Society, QC10. Dual Enrollment is available through Tennessee College of Applied Technology, Knoxville. | |

| DE Welding IV (NIC) | | 605790 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | Grading Scale: Dual Enrollment; Honors if dual enrolled<br><br>Number of Credits: 1.0 | NCAA Approved? No<br>Grade Level: 11,12 |
| DE Welding IV is a course designed to teach more advanced techniques and skills related to cutting and welding applications. Welding and cutting skills developed in Welding I and Welding II will be used to satisfactorily complete a series of industry certification tests. Following the completion of this course, including successful passage defined by American Welding Society QC10. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | DE Welding III (NIC) | |
| Counseling Notes: | This is the fourth course in the Welding path of study and may be repeated for additional hours of credit and certification. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. Welding gloves, safety glasses, and steel-toed leather boots are required for Lab Safety. Students will take certification tests for various welding processes and positions. Certification: Entry-Level American Welding Society, QC10. Dual Enrollment is available through Tennessee College of Applied Technology, Knoxville. | |

| Advanced STEM I (NIC) | | 600312 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Honors; NIC if certification is attempted* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |

**Advanced STEM I: Foundations** is for students interested in learning more about careers in science, technology, engineering, and mathematics. This course covers basic skills required for STEM fields of study. Upon completion of this course, proficient students can identify and explain the steps in both the engineering design and the scientific inquiry processes. They conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others.

| | |
|---|---|
| Course Info: | https://www.tn.gov/education/career-and-technical-education/career- clusters/cte-cluster-stem.html |
| Prerequisites: | None |
| Counseling Notes: | This is an introductory course to the Advanced STEM Applications pathway. Certifications: AutoDESK Inventor, Fusion 360, and Revit OSHA-10. |

| DE Advanced STEM II (NIC) | | 600313 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Honors; NIC if certification is attempted* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |

**DE Advanced STEM II: Applications** is a project-based learning experience for students who wish to further explore the dynamic range of STEM fields. Students will apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of two broad pathways (traditional sciences or engineering) that reflects the interest of the class as a whole; the students then apply the steps of the scientific inquiry or the engineering design process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. In some cases, instructors may be able to design hybrid projects that employ elements of both the scientific inquiry, and the engineering design process. Upon completion of this course, proficient students will have a thorough understanding of how scientists and engineers research problems and methodically apply STEM knowledge and skills; to present and defend a scientific explanation and/or an engineering design solution to comprehensive STEM-related scenarios.

| | |
|---|---|
| Course Info: | https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-stem.html |
| Prerequisites: | STEM I Foundations |
| Counseling Notes: | This is the second course in the Advanced STEM pathway. Certifications: AutoDESK Inventor, Fusion 360 and Revit OSHA-10, Dual Enrollment is available through Tennessee College of Applied Technology, Knoxville. |

| DE Advanced STEM III (NIC) | | 600305 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment; NIC if certification is attempted* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |
| **DE Advanced STEM III** is a project-based learning experience for students who wish to further explore the dynamic range of STEM fields introduced in STEM II: Applications. Building on the content and critical thinking frameworks of STEM II, this course asks students to apply the scientific inquiry and engineering design processes learned in the previous courses to a more advanced course-long project selected by the instructor with the help of student input. Upon completion of this course, proficient students will have a thorough understanding of how scientists and engineers research problems and methodically apply STEM knowledge and skills; and they will be able to present and defend a scientific explanation and/or an engineering design solution to comprehensive STEM-related scenarios. | | |
| Course Info: | https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-stem.html | |
| Prerequisites: | STEM II Applications | |
| Counseling Notes: | This is the third course in the Advanced STEM pathway. Certifications: AutoDESK Inventor, Fusion 360, and Revit, and OSHA-10. Dual Enrollment is available through Tennessee College of Applied Technology, Knoxville. | |

| DE Advanced STEM IV (NIC) | | 600306 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment; NIC if certification is attempted* | *NCAA Approved? No* |
| | *Number of Credits: 1.0* | *Grade Level: 11, 12* |
| **DE Advanced STEM IV** is a project-based learning experience for students who wish to further explore the dynamic range of STEM fields introduced in STEM III Applications. Building on the content and critical thinking frameworks of STEM II, this course asks students to apply the scientific inquiry and engineering design processes learned in the previous courses to a more advanced course-long project selected by the instructor with the help of student input. Upon completion of this course, proficient students will have a thorough understanding of how scientists and engineers research problems and methodically apply STEM knowledge and skills; and they will be able to present and defend a scientific explanation and/or an engineering design solution to comprehensive STEM-related scenarios. | | |
| Course Info: | https://www.tn.gov/education/career-and-technical-education/career- clusters/cte-cluster-stem.html | |
| Prerequisites: | STEM III Applications | |
| Counseling Notes: | This is the fourth course in the Advanced STEM pathway. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. Certifications: AutoDESK Fusion 360. Dual Enrollment is available through Tennessee College of Applied Technology, Knoxville. | |

| iSchool I: Digital Design & Manufacturing (NIC) | | 600322 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Honors; NIC if certification is obtained*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| i-School STEM I: Digital Design & Manufacturing 1 This is the foundational course for iSchool and is required for all other iSchool classes. It is a hands-on, project- based, team-based, introduction to the product/engineering design process, including: 1) understanding/defining problems, 2) ideation/brainstorming (design sprints), 3) design using computer aided design (CAD), computer aided manufacturing (CAM), and computer aided engineering (CAE), 4) build/prototype using 3D printers (Fused Filament, SLA, SLS), CO2 lasers, CNC desktop mills, 5) testing/ evaluation and 5) iteration. The class will incorporate Scrum and Scrum@Scale as an Agile engineering/ project management framework (including an opportunity to take the Scrum Inc Registered Scrum Master Exam) as well as essential critical thinking and problem-solving skills. Opportunities to earn professional certifications: Registered Scrum Master, Autodesk CAD/CAM, Ultimaker , Formlabs, OSHA, ... | | |
| Course Info: | https://www.tn.gov/education/career-and-technical-education/career- clusters/cte-cluster-stem.html | |
| Prerequisites: | None | |
| Counseling Notes: | This is an introductory course to the i-School Applications pathway. Certifications: AutoDESK, Registered Scrum Master, Snap-on Precision Measurement Instruments (PMI). | |

| i-School II Digital Design and Manufacturing (NIC) | | 600323 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Honors; NIC if certification is obtained*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |

**Unit A (Metal CNC Mill/Lathe Fiber Laser/WaterJET)**
This is a hands-on, project-based, team-based, deep dive into digital manufacturing of metal parts/products using CAD/ CAM/CAE and computer numerically controlled (CNC) mills and lathes. Opportunities to earn professional certifications: Titans of CNC Academy, Hass, WARDJet...

It is for students who wish to further explore the dynamic range of advanced manufacturing fields such as machining, product design/manufacturing, mechanical engineering, robotics, and digital design. These are all introduced in iSchool I. **Unit B (Wood CNC Mill CO2 Laser)**

A hands-on, project-based, team-based, deep dive into digital manufacturing of wood parts/products (cabinetry, furniture, signs, toys, instruments, art, etc.) using CAD/CAM/CAE and computer numerically controlled (CNC) mills and CO2 laser. Opportunities to earn professional certifications: Autodesk, ...

It is for students who wish to further explore the dynamic range of STEM fields in construction, cabinetry, sign and toy product design and manufacturing, introduced in i-School STEM I: Digital Design & Manufacturing 1.

**Unit C (Composites, Carbon-Fiber/Nylon 3D Printers, Injection Modeling, WaterJET)**
This is a hands-on, project-based, team-based, deep dive into digital manufacturing of composite parts/products using CAD/ CAM/CAE and composite molds/lay-ups, Carbon-Fiber/Nylon SLS 3D Printers, Injection Modeling and WaterJET. Opportunities to earn professional certifications: Autodesk, WARDJet, Markforged University, Formlabs...

It is for students who wish to further explore the dynamic range of STEM fields like biomedical engineering, new product design and manufacturing, mechanical engineering, aerospace engineering, robotics, and digital design and manufacturing introduced in i-School STEM I: Digital Design & Manufacturing.

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|---|---|
| Course Info: | https://www.tn.gov/education/career-and-technical-education/career- clusters/cte-cluster-stem.html |
| Prerequisites: | i-School I and teacher recommendation. |
| Counseling Notes: | This is the second course in the iSchool Applications pathway. Certifications: AutoDESK, Registered Scrum Master, and Snap-on Precision Measurement Instruments (PMI) |

| DE i-School III Wildcat Manufacturing | | 600304 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment* | *NCAA Approved? No* |
| *Length: 2 Semesters* | *Number of Credits: 2.0* | *Grade Level: 11, 12* |

This course is intended to be a year-long student-run business where students design and manufacture real products for local partners like ORT-E, TTE, and GEM Technologies Inc. Students will be involved in all aspects of the business from design, cost, estimation, planning, manufacturing, delivery, and billing. The proceeds will be used to sustain the program, purchase materials, provide machine maintenance and upgrades. The class will incorporate agile and lean work practices, Lean Startup, Scrum, Scrum@Scale, Wicked Problem Solving, Set-Based Concurrent Design/ Engineering, CAE/CAD/CAM, finite element analysis, generative design. Students will have full access to i- School Design and Manufacturing Center including Hass, Tormach & Laguna CNCs, Fiber Laser, WaterJet, industrial 3D printers. We will be piloting content from the University of Tennessee's Machine Tool Research Center's SEAMTN/ACE programs. Opportunities to earn professional certifications: Scrum Product Owner, Scrum@Scale Practitioner, Wicked-Problem Solving, Titans of CNC Academy, Autodesk Certificates, Hass, WARDJet...

The dual enrollment courses with Roane State Community College offered through i-School are applied courses which allow students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities.

These are capstone courses intended to give students the opportunity to apply the skills and knowledge learned in previous STEM Education courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by STEM professionals in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a postsecondary and/or work setting.

| | |
|---|---|
| Pathway Info: | In the junior and senior years, students are eligible to take this course also for dual enrollment Advanced STEM Applications with TCAT or take an aligned course by dual enrolling in RSCC DE Robotics, below. https://www.tn.gov/education/career-and-technical-education/career- clusters/cte-cluster-stem.html |
| Prerequisites: | i-School I and II and other relevant courses from any of our CCTE Academies with a teacher recommendation. Students must successfully complete an interview process to become “employees” of Wildcat Manufacturing. |
| Counseling Notes: | This is the third course in the i-School Applications pathway. Certifications: AutoDESK , Registered Scrum Master, Snap-on Precision Measurement Instruments (PMI) |

| DE i-School IV Wildcat Manufacturing WBL | | 606089 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |

DE i-School IV Wildcat Manufacturing This is for students interested in an advanced, fast-paced, Dual-Enrolment level course in hands-on, project-based, team-based, design and manufacturing of robots and robotic systems. We will design (using Fusion360) and manufacture (CNC) complex robotics components/systems (including the ORHS FIRST Robotics Team's competition robot). We will explore multiple CNC work-holding and fabrication techniques. The class will incorporate Scrum, Scrum@Scale, Wicked Problem Solving, Set-Based Concurrent Design/Engineering, CAE/CAD/CAM, finite element analysis, generative design, and full access to i-School Design and Manufacturing Center including Hass, Tormach & Laguna CNCs, Fiber Laser, WaterJet, industrial 3D printers. We will be piloting content from the University of Tennessee's Machine Tool Research Center's SEAMTN/ACE programs. Opportunities to earn professional certifications: Scrum Product Owner, Scrum@Scale Practitioner, Wicked-Problem Solving, Titans of CNC Academy, Autodesk Certificates, Hass, WARDJet...

The dual enrollment courses with Roane State Community College offered through i-School are applied courses which allow students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities.

These are capstone courses intended to give students the opportunity to apply the skills and knowledge learned in previous STEM Education courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by STEM professionals in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a postsecondary and/or work setting.

| | |
|---|---|
| Pathway Info: | In the junior and senior years, students are eligible to take this course also for dual enrollment Advanced STEM Applications with TCAT or take an aligned course by dual enrolling in RSCC DE Robotics, below. https://www.tn.gov/education/career-and-technical-education/career- clusters/cte-cluster-stem.html |
| Prerequisites: | i-School I, II, and III, and/or teacher recommendation. |
| Counseling Notes: | This is the fourth course in the i-School Applications pathway. Certifications: AutoDESK , Registered Scrum Master, Snap-on Precision Measurement Instruments (PMI) |

## Architecture and Construction DE with TCAT Harriman

Interested students will apply for the dual enrollment grant and to attend classes on-site at TCAT Harriman. There are 5-10 seats available per semester in each of these programs for high school students to attend on-site. Please see your counselor to enroll. Students will first apply to TCAT Harriman and also apply for the Dual Enrollment Grant to pay for the course.

| Architecture and Construction | | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **Building Construction Technology** | | | DE Construction @TCAT Harriman | DE Construction @TCAT Harriman |
| **Residential, Commercial, Industrial Electricity** | | | DE Electricity @TCAT Harriman | DE Electricity @TCAT Harriman |
| | | | | |

| DE Building Construction Technology I | | 605796 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| This is the first course in the Building Construction Technology Program, which is designed to prepare students for employment in the electrical, plumbing, roofing, construction and/or remodeling fields. Skills taught in the course include safety, general building concepts, masonry, framing, roofing, plumbing, wiring techniques and installation, National Electric Codes, blueprint reading, and finishing. The student will receive theory and skill practice in the classroom and lab; as well as be required to build sites to complete the hands-on skill portion of his/her training. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | This course is offered on-site at TCAT Harriman. Students who wish to pursue this option will need to work with counselors and TCAT to determine if the available class meeting times work in their schedules. Students must provide their own transportation. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. | |

| DE Building Construction Technology II | | 605797 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| This is the second course in the Building Construction Technology Program, which is designed to prepare students for employment in the electrical, plumbing, roofing, construction and/or remodeling fields. Skills taught in the course include safety, general building concepts, masonry, framing, roofing, plumbing, wiring techniques and installation, National Electric Codes, blueprint reading, and finishing. The student will receive theory and skill practice in the classroom and lab; as well as be required to build sites to complete the hands-on skill portion of his/her training. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | This course is offered on-site at TCAT Harriman. Students who wish to pursue this option will need to work with counselors and TCAT to determine if the available class meeting times work in their schedules. Students must provide their own transportation. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. | |

| DE Residential/ Commercial/ Industrial Electricity I | | 605800 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| This is the first course in the Residential/Commercial/Industrial Electricity program. The mission is to prepare the student for employment in the electrical installation and/or industrial electricity fields. Skills taught in this program include safety, electricity concepts, troubleshooting, wiring techniques, installation, National Electrical Codes (NEC), blue-print reading, service calculations, single phase, 3 phase, motor control, variable frequency, industrial automation, electric power generation, alternative energy, and energy management. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | This course is offered on-site at TCAT Harriman. Students who wish to pursue this option will need to work with counselors and TCAT to determine if the available class meeting times work in their schedules. Students must provide their own transportation. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. | |

| DE Residential/ Commercial/ Industrial Electricity II | | 605801 |
|---|---|---|
| *GPA Weight: 1*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| This is the second course in the Residential/Commercial/Industrial Electricity program. The mission is to prepare the student for employment in the electrical installation and/or industrial electricity fields. Skills taught in this program include safety, electricity concepts, troubleshooting, wiring techniques, installation, National Electrical Codes (NEC), blue-print reading, service calculations, single phase, 3 phase, motor control, variable frequency, industrial automation, electric power generation, alternative energy, and energy management. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | This course is offered on-site at TCAT Harriman. Students who wish to pursue this option will need to work with counselors and TCAT to determine if the available class meeting times work in their schedules. Students must provide their own transportation. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. | |

## Arts & A/V Communications

To satisfy graduation requirements, each student must earn three focused electives beyond the core requirements. Three courses from a career academy will fulfill this requirement.

Arts & A/V Communications places emphasis on the “4 Cs” of STEM education and college/career readiness. Broadly, individuals who work in the A/V communications industry manufacture, sell, rent, design, install, integrate, operate, and repair the equipment of audiovisual communications. They are involved in the presentation of sound, video, and data to groups in such venues as corporate boardrooms, hotels, convention centers, classrooms, theme parks, stadiums, and museums. The major activity sectors in the AV communications industry are distributive service firms (AV dealers, rental companies, consultants, designers, and related firms), manufacturers of AV presentations and communications products, and large end-users.

| Arts & A/V Communications | | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **Broadcasting** | Broadcasting I | DC Broadcasting II Dual Credit with Pellissippi State CC | Broadcasting III | Broadcasting IV |
| **Digital Arts** | Digital Arts I (NIC)<br><br>Adobe Certified Associate Certifications | Digital Arts II (NIC)<br><br>Adobe Certified Associate Certifications | Digital Arts III (NIC) Adobe Certified Associate Certifications | Digital Arts IV (NIC) Adobe Certified Associate Certifications |
| | | | | |

## A/V Production – Broadcasting

This pathway is designed for students interested in a range of entertainment and news media fields. The course content centers on broadcasting commercials, music, news, and interactive programming. Students gain insight into the many facets of A/V production, including concept creation, scripting, sound design, visual design, engineering, editing, budgeting, and producing, as well as cameras, lights, sound, and set design. Upon completion of this pathway, students will be prepared to seek employment or advanced training as a copywriter, art director, designer, journalist, and many other careers in entertainment and media. Students will compile artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this pathway. Exemplary portfolios can be used to attain dual credit at Pellissippi Community College by application. Students will be involved in preparation and production of programs for Oak Ridge Schools Channel 15. Production assignments may be after school hours.

| **Broadcasting I** | | **605759** |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| This is a foundational course for students interested in A/V production occupations. Upon completion of this course, proficient students will be to explain and complete the phases of the production process including pre-production, production, and post-production. Students will establish basic skills in operating cameras and the technology and engineering of other production equipment. Standards in this course include career exploration, an overview of the history and evolution, and legal issues affecting A/V production. Students will learn digital editing, news research and writing, and ways to create complete informative news items. Much of the work produced will air on the school television channel. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | This is an introductory course in the Broadcasting pathway. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. | |

| Dual Credit Broadcasting II | | 605764 |
|---|---|---|
| *GPA 1* | *Grading Scale: Local Dual Credit; Honors if no dual credit is awarded* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| This is the second course intended to prepare students for careers in audio/video production. Students will advance in technical skill in utilizing industry equipment related to video shooting and editing and planning productions. Upon completion of this course, proficient students will be able to plan, capture, and edit productions of increasing complexity, individually and collaboratively 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/engineering, funding, and the organization of professional roles in various industries. Much of the work produced will air on the school television channel. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Broadcasting I | |
| Counseling Notes: | This is the second course in the Broadcasting) pathway. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. This course has a project opportunity for honors credit and/or dual credit with PSCC. | |

| Broadcasting III Honors | | 605765 |
|---|---|---|
| *GPA Weight: .5* | *Grading Scale: Honors* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10,11,12* |
| This is an applied-knowledge course intended to prepare students to pursue careers and postsecondary learning in audio/video 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. 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. Upon completion of this course, proficient students will be prepared for a career in audio/video production or to transition to a postsecondary program for further study. All the work produced will air on the school television channel. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Broadcasting II | |
| Counseling Notes: | This is the third course in the A/V Production (Broadcasting) pathway. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. This course has a project opportunity for honors credit and/or dual credit with PSCC. | |

| Broadcasting IV Honors | | 619394 |
|---|---|---|
| *GPA Weight: .5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| The Broadcasting IV practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Arts, A/V Technology, & Communications courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by professionals in these careers, students learn to refine their skills in problem solving, research, communication, teamwork, and project management through the completion of a course-long project. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, service learning, and job shadowing. Upon completion of the practicum, proficient students will be prepared to pursue postsecondary study in arts, A/V technology, or communications programs; or seek additional training or employment with the aid of the portfolio, which documents the student's work completed throughout the program of study. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Broadcasting III | |
| Counseling Notes: | This is the capstone course in the A/V Production (Broadcasting) and Digital Arts pathways. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. | |

## Digital Arts & Design

This pathway is for students interested in pursuing careers as multimedia artists, animators, graphic designers, and communications specialists. Course content is designed to develop strong knowledge in communications technologies, animation and software applications, digital graphics, motion graphics, and more for a broad range of business and industry applications. Students will leverage digital tools to gather, evaluate, and use information, and apply design skills in the communication of materials as they would for an organization or company. Upon completion of this pathway, students will be prepared to pursue advanced study in graphic design or communications or seek entry-level employment with such organizations. Students will compile 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 program of studies are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee Visual Art standards, and Tennessee Art History standards.

| Digital Arts & Design I (NIC) | | 615759 for 9th and 10th<br>615760 for 11th and 12th |
|---|---|---|
| *GPA Weight: 1* | *Grading Scale: Honors; NIC if certification attempted* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| This is a foundational course in the Arts, A/V Technology & Communications academy for students interested in art and design professions. This course's main aim is to build a strong understanding of the principles and elements of design and the process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. Skills learned in this path of study translate well into other STEM design applications, such as CAD. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | This is an introductory course to the Digital Arts & Design pathway. Students who wish to attain CCTE concentrator status must take 3 courses in a single pathway. Only this Digital Arts class can satisfy the fine art graduation requirement and count toward an Arts and A/V Communication area of focus simultaneously. | |

| Digital Arts & Design II (NIC) | | 605761 |
|---|---|---|
| *GPA Weight: 1* | *Grading Scale: Honors; NIC if certification attempted* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| This is a course that builds on the basic principles and the design process learned in the introductory Digital Arts & Design I course. Upon completion of this course, proficient students will be able to perform advanced software operations to create photographs and illustrations of increasing complexity. Students will use design principles and industry software to create layouts for various applications. Standards in this course also include an overview of art and design industries, career exploration, and business management. Skills learned in this path of study translate well into other STEM design applications, such as 3D modeling. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Digital Arts & Design I | |
| Counseling Notes: | This is the second course in the Digital Arts & Design pathway. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. | |

| Digital Arts & Design III (NIC) | | 605762 |
|---|---|---|
| *GPA Weight: 1* | *Grading Scale: Honors; NIC if certification attempted* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11,12* |

This 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 can 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.

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|---|---|
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html |
| Prerequisites: | Digital Arts & Design II |
| Counseling Notes: | This is the third course in the Digital Arts & Design pathway. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. Students may wish to pursue Adobe Certification in this course. There is a requested $25 per month student- covered Adobe Creative Cloud fee. Certification: Adobe Photoshop and Illustrator. |

| Digital Arts IV Honors | | 619393 |
|---|---|---|
| *GPA Weight: .5* | *Grading Scale: Honors* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 12* |

The Digital Arts practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Arts, A/V Technology, & Communications courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by professionals in these careers, students learn to refine their skills in problem solving, research, communication, teamwork, and project management through the completion of a course-long project. The course is highly customizable to meet local system needs. Instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, service learning, and job shadowing. Upon completion of the practicum, proficient students will be prepared to pursue postsecondary study in arts, A/V technology, or communications programs; or seek additional training or employment with the aid of the portfolio, which documents the student's work completed throughout the program of study.

| | |
|---|---|
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html |
| Prerequisites: | Digital Arts III |
| Counseling Notes: | This is the capstone course in the A/V Production (Broadcasting) and Digital Arts pathways. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. |

| Digital Art Foundations | | 615760 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| This is a foundational course in the Visual Arts Department for students interested in art and design professions. This course's main aim is to build a strong understanding of the principles and elements of design and the process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. Skills learned in this path of study translate well into other STEM design applications, such as CAD. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | Digital Art Foundations can satisfy the fine art graduation requirement. This course was designed as a stand only course for students interested in Digital Art but not Digital Arts & Design Pathway. | |

## Business

To satisfy graduation requirements, each student must earn three credits in a pathway focus beyond the core requirements. Students interested in pursuing a business degree in college can begin that path at Oak Ridge High School. All Oak Ridge High School students are encouraged to complete at least one semester of computer applications by the end of the 10th grade. Regardless of the college/career path a student takes, the student can benefit from this course. Computer Applications is a National Industry Certification class and carries a weighted average. Taking Computer Applications satisfies one of three credits required for an elective focus when taken with other Business courses. If a student chooses to waive world language and/or fine art, Computer Applications is a universal enhancer for any pathway at Oak Ridge High School. All students in the Business Academy are encouraged to join Future Business Leaders of America (FBLA).

| **Business** | | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **Business Management** | Introduction to Business and Marketing | Accounting I (Honors Option) | Business Marketing and Management | Virtual Enterprise and/or WBL (See special programs) |
| **Finance** | Introduction to Business and Marketing | Accounting I (Honors Option) | Accounting II (Honors Option) | Statistics or AP Statistics and/or WBL (See special programs) |
| *Computer Applications satisfies one pathway focus enhancer credit for students who waive world language and/or fine art.* | | | | |

| Computer Applications (NIC) | | 613719 |
|---|---|---|
| *GPA Weight: 1* | *Grading Scale: Honors; NIC if certification attempted* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11* |
| Computer Applications is a course intended to teach students the computing fundamentals and concepts involved in the use of common software applications including Microsoft Office Word, Excel, PowerPoint, Access, and Outlook. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and proper behavior required for the responsible use of technology. Standards in this course are aligned with Tennessee State Standards for Literacy in Technical Subjects and Tennessee State Standards in Mathematics. The course credit for this class is a universal credit for any area of focus. Students will have the opportunity to earn Microsoft Office Specialist Certifications for free. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | The credit for this course is an elective for any pathway focus. For students waiving world language and/or fine art, Computer Applications is a universal enhancer credit for any area of focus. | |

| Introduction to Business and Marketing | | 605905 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11* |
| 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 and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | Proficiency in Microsoft Word is necessary for success in this course. Students who did not take the full semester class of Computer Applications while in middle school are strongly encouraged to take Computer Applications either prior to or concurrently with this course. | |

| Accounting I CP | | 603779 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 10, 11, 12* |
| This course introduces the field of accounting. The principles of debit and credit, the accounting cycle, the analyzing and recording of business transactions, and the preparation of business reports for service and merchandising businesses organized either as sole proprietorships, partnerships, or corporations are studied. Current terminology, business forms, and procedures are used. Students will work through an entire accounting cycle for a service business organized as a sole proprietorship and a merchandising business organized as a corporation. One or more business simulations will also be used in this course. Computerized accounting programs will be used to reinforce and expand accounting concepts as time allows. The reasoning, organizing, and decision-making skills taught make CP Accounting I is a good course for any student planning a business career or any other professional career. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Computer Applications or Introduction to Business and Marketing and teacher recommendation | |
| Counseling Notes: | Students who complete this course as juniors or are enrolled in this course as seniors may apply to work in local businesses for additional work-experience course credit (one or two additional credits) during their senior year. See Work-Based Learning. | |

| Accounting I Honors | | 613779 |
|---|---|---|
| *GPA Weight: .5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 10, 11,12* |
| Honors Option—any student wishing to take CP Accounting I for honors credit will be expected to complete additional assignments, independent projects, and take a comprehensive accounting examination. These additional assignments will be completed individually and graded. Students may elect this option once enrolled in the course. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Computer Applications or Introduction to Business and Marketing and teacher recommendation | |
| Counseling Notes: | Students who complete this course as juniors or are enrolled in this course as seniors may apply to work in local businesses for additional work-experience course credit (one or two additional credits) during their senior year. See Work-Based Learning. | |

| Business Marketing and Management | | 605030 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 10, 11, 12* |
| Business Marketing and Management focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, and coverage of economics fundamentals, international marketing, and career development. Upon completion of this course, proficient students will understand the economic principles, the marketing mix, and product development and selling strategies. | | |
| Pathway Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Introduction to Business and Marketing | |
| Counseling Notes: | Students who complete this course as juniors or are enrolled in this course as seniors may apply to work in local businesses for additional work-experience course credit (one or two additional credits) during their senior year. See Work-Based Learning. Successful completion of Marketing and Management meets the .5 credit graduation requirement for Economics and a credit toward a Business Academy area of focus simultaneously. | |

| Virtual Enterprises, International TM | | 603757 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |

Virtual Enterprises, International™ (VE) is a simulated business environment. The VE students will be involved in actual on-the-job work experiences including accounting, personnel, administration, management, and marketing. The only difference between the VE company and an actual business is that no material goods are produced, or legal tender exchanged; however, services will be provided. Working in a team, the student will develop and enhance oral and written communication skills through initiative, responsibility, and creativity. The VE experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. The course will link learning to application and real-life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Laboratory facilities and experiences simulate those found in business and industry. The VE course includes the creation/ operation of a virtual business. This practice company will design, produce and market virtual products to other practice companies via the Internet. Students in the Business Academy will come together to utilize and combine their skills and expertise in the business environment. Students will use a variety of software.

| | |
|---|---|
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html |
| Prerequisites: | Computer Applications or Introduction to Business and Marketing and an additional Business course (Exception: Current sophomores or juniors in Accounting I CP may apply for VE.) |
| Counseling Notes: | Students must complete an application for this program at registration time during their junior year. Candidates will participate in a formal job interview as a part of the selection process. Students enrolled in this course as seniors may apply to work in local businesses for work-experience credit (one or two additional credits). See Work- Based Learning. |

## Education & Training

To satisfy graduation requirements, each student must earn three credits in a focused pathway beyond the core requirements. This program of study prepares learners for careers in planning, managing, and providing education and training services and related learning support services. Millions of people each year prepare for careers in education and training in a variety of settings that offer academic instruction, vocational and technical instruction, and other education and training services. A growing emphasis on improving education and making it available to more Americans will increase the overall demand for workers in the Education and Training Cluster.

Course content covers the components of curriculum planning, student learning, screening, assessing, and many other skills related to teaching younger populations. Upon completion of this program of study, students will have worked alongside educators in an internship experience, compile artifacts for a professional portfolio, and graduate prepared for further training at the postsecondary level.

| Education & Training | | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **Education & Training** | Education & Training I | Education & Training II | Education & Training III Dual Enrollment w/ Roane State CC | Education & Training Work-Based Learning Practicum |
| | | | | |

| Education & Training I | | 605650 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11* |
| This course is for students interested in learning more about becoming a teacher. The course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students will conduct observations of educators at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Upon completion of this course, proficient students will have a fundamental understanding of instructional strategies needed for becoming an educator. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Prerequisite: Completion of application, interview by instructor, and instructor recommendation | |
| Counseling Notes: | Requirements: Complete an application (available in the Guidance Office and Education Classroom CS-250) and submit two letters of recommendation. Interviews will be conducted with each student. Applicants must have good attendance, discipline, and academic records. Students need to focus on a future career in education and are eager to work one-on-one with students. | |

| Education & Training II | | 605660 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| This is a hands-on course for students interested in learning more about becoming a teacher. The course covers classroom management, concepts of higher order thinking, scaffolding instruction, and strategies of effective classroom planning. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work, which will carry with them throughout the program of study. Upon completion of this course, proficient students will be prepared to take the capstone Education & Training III course and further their studies at the postsecondary level. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Education & Training I and instructor recommendation | |
| Counseling Notes: | Applicants must have good attendance, discipline, and academic records. Students need to focus on a future career in education and are eager to work one-on-one with students. | |

| DE Education & Training III | | 605661 (+ EDU WBL 926104) |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Year-long on a block** | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| This is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education and training fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Education & Training II and instructor signature; dual enrollment application and instructor recommendation | |
| Counseling Notes: | Applicants must have good attendance, discipline, and academic records. Students need to focus on a future career in education and are eager to work one-on-one with students. | |
| **This course meets all year during the 3rd period lunch block. Therefore, students will have a 55-minute lunch period during the 4th block and then a 35-minute period as a teacher aide during the 4th block. Therefore, this course is a co-requisite of 4th block lunch and 4th block Service Learning.* | | |

| Education & Training Work- Based Learning/ Student Teacher Internships | | 605698 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| Work-Based Learning: Career Practicum is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. Only juniors or seniors (16 years or older) may participate. WBL activities let students apply classroom theories, explore career options at the work site, and connect classroom learning to work. placed in work sites that focus on a career interest. Examples include Oak Ridge Schools – preschool, elementary, middle schools. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | DE Education & Training III | |
| Counseling Notes: | None | |
| **Please note that students who participate in the work-based learning program may be subject to alcohol and/or drug testing by the third-party organization/employer. The third-party organization/ employer may require parental consent to conduct the testing depending on the student's age.* | | |

## Government and Public Administration

**Navy Junior Reserve Officer Training Corps (NJROTC)**

To satisfy graduation requirements, each student must earn three credits in a pathway focus beyond the core requirements. The NJROTC seeks to provide an opportunity for secondary school students to learn about the basic elements and requirements for national security and their personal obligations as American citizens. The NJROTC basic objectives are: (a) Promote patriotism. (b) Develop informed and responsible citizens. (c) Promote habits or orderliness and precision and develop respect for constituted authority. (d) Develop a high degree of personal honor, self-reliance, individual discipline, and leadership. (e) Promote and understanding of the basic elements and requirements of national security. (f) Develop respect for and an understanding of the need for constituted authority in a democratic society.

| Government and Public Administration | | | | |
|---|---|---|---|---|
| NJROTC Leadership in Government | 1 | 2 | 3 | 4 |
| | Naval Science JROTC I | Naval Science JROTC II | Naval Science JROTC III | Naval Science JROTC IV JROTC V, VI, VII |

| NJROTC I CP | | 913331 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| Naval Science 1 introduces the historical, political, and economic impact of the Navy on the American Nation, and outlines the principles of citizenship, leadership and the basics of the historical documents and organization of our national government and its defense structure. | | |
| Prerequisites: | None | |
| Counseling Notes: | Two (2) full credits of NJROTC fulfill the Wellness B and Wellness C graduation requirements in addition to fulfilling two credits toward an Area of Focus. | |

| NJROTC II CP | | 923332 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| Naval Science II emphasizes the historical, political, and economic impact of the Navy on the American Nation and the basics of science relevant to the Navy and intends to help Cadets: (a) Establish commendable citizenship standards, high leadership goals, good study habits and a sense of moral responsibility. (b) Learn more about the history, organization, and profession of the Navy. (c) Gain a deeper awareness of the vital importance of the world ocean to the continued well-being of the United States and her citizens – economically, politically, militarily, and environmentally. (d) Firmly establish a sound appreciation for the various sciences (e) introduce the importance of astronomy, communications technology, meteorology, electronics, and coordination to the Navy and naval science. | | |
| Prerequisites: | NJROTC I | |
| Counseling Notes: | Two (2) full credits of NJROTC fulfill the Wellness B and Wellness C graduation requirements in addition to fulfilling two credits toward an Area of Focus. | |

| NJROTC III CP | | 933333 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 10, 11, 12* |
| Naval Science III expands understanding of the historical, political, and economic impact of the Navy on the American Nation and intends to help Cadets: (a) Deepen knowledge of and appreciation for the organization and profession of the Navy. (b) Gain an understanding of the basic concepts of military justice, international and maritime law, sea power and national security. Introduce practical naval and maritime skills to students and demonstrate how they can be applied in leadership situations. | | |
| Prerequisites: | NJROTC II | |
| Counseling Notes: | Two (2) full credits of NJROTC fulfill the Wellness B and Wellness C graduation requirements in addition to fulfilling two credits toward an Area of Focus. Successful completion of 3 credits of JROTC substitutes for ½ credit of Personal Finance and ½ credit of U.S. Government. | |

| NJROTC IV CP | | 943334 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 10, 11, 12* |
| Naval Science IV broadens a cadet's understanding of leadership as a key component in a Navy career and its impact on American citizenship. (a) Learn leadership responsibilities through opportunities within the NJROTC unit. (b) Provide professionally guided independent study on leadership and citizenship. (c) Use selected readings in Naval Leadership resources to broaden understanding of the basic theory of leadership, details of responsibilities of leadership and qualities that outstanding leader's exhibit. | | |
| Prerequisites: | NJROTC III | |
| Counseling Notes: | Two (2) full credits of NJROTC fulfill the Wellness B and Wellness C graduation requirements in addition to fulfilling two credits toward an Area of Focus. Successful completion of 3 years of JROTC substitutes for ½ credit of Personal Finance and ½ credit of U.S. Government. | |

| NJROTC V CP | | 953334 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| Naval Science V broadens a cadet's understanding of leadership as a key component in a Navy career and its impact on American citizenship. (a) Learn leadership responsibilities through opportunities within the NJROTC unit. (b) Provide professionally guided independent study on leadership and citizenship. (c) Use selected readings in Naval Leadership resources to broaden understanding of the basic theory of leadership, details of responsibilities of leadership and qualities that outstanding leader's exhibit. | | |
| Prerequisites: | NJROTC IV | |
| Counseling Notes: | Two (2) full credits of NJROTC fulfill the Wellness B and Wellness C graduation requirements in addition to fulfilling two credits toward an Area of Focus. Successful completion of 3 years of JROTC substitutes for ½ credit of Personal Finance and ½ credit of U.S. Government. | |

| NJROTC VI CP | | 963334 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| Naval Science VI broadens a cadet's understanding of leadership as a key component in a Navy career and its impact on American citizenship. (a) Learn leadership responsibilities through opportunities within the NJROTC unit. (b) Provide professionally guided independent study on leadership and citizenship. (c) Use selected readings in Naval Leadership resources to broaden understanding of the basic theory of leadership, details of responsibilities of leadership and qualities that outstanding leader's exhibit. | | |
| Prerequisites: | NJROTC V | |
| Counseling Notes: | Two (2) full credits of NJROTC fulfill the Wellness B and Wellness C graduation requirements in addition to fulfilling two credits toward an Area of Focus. Successful completion of 3 years of JROTC substitutes for ½ credit of Personal Finance and ½ credit of U.S. Government. | |

## Health Science

To satisfy graduation requirements, each student must earn three credits in a pathway focus beyond the core requirements. This comprehensive academic program of studies allows students opportunities to explore health care careers in a positive learning environment. Our vision is that graduates will transition seamlessly into the workforce and/or post-secondary education associated with health care, with earned college credit and skills that provide for an early start on accelerated degrees, scholarships, and preferential employment. The program provides exposure to the full spectrum of health care careers, participation in hands-on experiences with health care providers, association with a learning community of students with common goals, ongoing partnerships with health providers and educational institutions, and promotion of a positive self-concept and healthy lifestyle.

## Health Science

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Therapeutic Services/ Sport & Human Performance** | Health Science Education | Medical Therapeutics and/or Rehabilitation Careers<br><br>Anatomy & Physiology Honors<br><br>CPR Certification | Medical Therapeutics and/or Rehabilitation Careers<br><br>Medical Assisting + Certification<br><br>Anatomy & Physiology Honors<br><br>CPR Certification | Clinical Internship<br>Dual Enrollment Medical Terminology w/ Roane State CC<br><br>Medical Assisting + Certification<br>DE Gross Anatomy<br>CPR Certification<br>OSHA 10 General Industry Certification<br><br>WBL (See special programs) |
| **Nursing Services** | Health Science Education | Medical Therapeutics and /or<br><br>Anatomy & Physiology Honors<br><br>CPR Certification | Medical Therapeutics and /or<br><br>Anatomy & Physiology Honors<br><br>CPR Certification | Dual Enrollment Nursing Services I & II and Medical Terminology w/Tennessee College of Applied Technology<br><br>Certified Nursing Assistant Certification<br><br>DE Gross Anatomy<br><br>WBL (See special programs) |

| Health Science Education | | 605504 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| Health Science Education is an introductory course designed to prepare students to pursue careers in public health, therapeutics, health services administration, diagnostics, and support services. Upon completion of this course, a proficient student will be able to identify careers in these fields, compare the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a durable foundation for all the Health Science programs of study as well as the Health Services Administration program of study. This is the foundational course in all programs of study in the Health Science career cluster. It is also an option for the first course in the Health Services Administration program of study in the Business cluster. For more information on the benefits and requirements of implementing these programs in full, please visit the Health Science website. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | None | |

| Medical Therapeutics (NIC) | | 605506 |
|---|---|---|
| *GPA Weight: 1* | *Grading Scale: General; NIC if certification attempted* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| Medical Therapeutics is an applied course designed to prepare students to pursue careers in therapeutic services, this could include careers such as dental, medical assistance, nursing, pharmacy, respiratory, social work, nutritionist, physician, psychologist, veterinarian, and others. Upon completion of this course, a proficient student will identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Health Science Education | |
| Counseling Notes: | None | |

| Rehabilitation Careers | | 605503 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| Rehabilitation Careers is an applied course designed to prepare students to pursue careers in rehabilitation services. Upon completion of this course, a proficient student will be able to identify careers in rehabilitation services, recognize diseases, disorders or injuries related to rehabilitation services and correlate the related anatomy and physiology then develop a plan of treatment with appropriate modalities. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Health Science Education | |
| Counseling Notes: | None | |

| Medical Assisting (NIC) | | 605508 |
|---|---|---|
| *GPA Weight: 1*<br>*Length: Semester* | *Grading Scale: General; NIC if certification attempted*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 10, 11, 12* |
| Medical Assisting is a level 2 or level 3 course designed to prepare students to pursue careers in medical assisting. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a medical assistant. At the conclusion of this course and an appropriate clinical internship, students may sit for the Certified Clinical Medical Assistant (CCMA) exam. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Health Science Education | |
| Counseling Notes: | None | |

| Anatomy and Physiology Honors | | 423251 |
|---|---|---|
| *GPA Weight: .5* | *Grading Scale: Honors* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| Anatomy and Physiology is the study of the body's structures and respective functions at the molecular, cellular, tissue, organ, systemic, and organism levels. Students explore the body systems through laboratory investigations, models, diagrams, and/or comparative studies of the anatomy of other organisms. The study of anatomy and physiology prepares students for a variety of pursuits such as healthcare, sports, and fitness careers, as well as for taking an active part in their own health and wellness. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Chemistry | |
| Counseling Notes: | A $20 lab fee is requested. | |

| DE Gross Anatomy | | 420343 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |
| Students will learn the gross anatomy of the following systems: skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary, and reproductive. The lab component of the course parallels & reinforces lecture concepts using cadavers. Students will learn names & functions of anatomical structures and concepts to help them succeed in a college program. They will understand the "big picture" of how anatomic systems work together, as well as understand and apply clinical relevance of anatomic structure. Lectures meet two times per week via digital lectures. Students also attend one 2-hr. lab per week. Lectures are relayed in individual high schools Labs are hosted at the LMU (Lincoln Memorial University) DCOM Medical School in Knoxville. Students must bring their own device. Students will meet with an ORHS instructor to work on coursework daily. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Must apply & be accepted to LMU. Successful completion of High School Anatomy & Physiology. | |
| Counseling Notes: | The Dual Enrollment Grant is not used for this course; it is being offered tuition-free. However, students must purchase a textbook and scrubs at a cost of ~$100. Students must also be able to provide their own transportation to LMU in Knoxville once per week. | |

| DE Medical Terminology | | 605511 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 12* |
| First semester – medical terminology (RSCC (Roane State Community College) Medical Terminology HIMT 1300 dual enrollment – 3 college credits.) Medical Terminology is a course designed to give students the opportunity to develop working knowledge of healthcare professionals' language. Students will acquire vocabulary building and problem-solving skills by learning prefixes, suffixes, roots, combining forms, and abbreviations commonly used in medical fields. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Upon completion of this course, proficient students will be able to apply problem-solving skills to the documentation of medical phenomena and will be able to communicate fluently in the language of medicine when working in healthcare settings. Cost: none. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Health Science Education and Medical Therapeutics with a minimum 80% grade average. | |
| Counseling Notes: | Must register for both semesters; classes will meet 1st block. Enrollment limited to 15 students. Progression into the clinical internship practicum component second semester is also contingent upon continual attainment of the Health Science Academy clinical internship quality indicators during the first semester course. | |

| Clinical Internship Honors | | 605502 |
|---|---|---|
| *GPA Weight: .5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 12* |
| Second Semester – Clinical Internship/elective course: Students may choose to complete a clinical internship after completing Medical Therapeutics and/or Rehabilitation Careers. The internships are designed to be completed in a hospital, long-term care facility, rehab center, medical office, or other health care facility. During the internship, students may also enroll in elective courses listed below. COSTS: Clinical Internship embroidered uniform, physical exam/TB test, immunizations, CPR Certification. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Medical Therapeutics and/or Rehabilitation Careers with a minimum 80% grade average. Student application, instructor/advisory board approval. | |
| Counseling Notes: | Must register for both semesters, classes will meet 1st block. Enrollment limited to 15 students. Progression into the clinical internship practicum component second semester is also contingent upon continual attainment of the Health Science Academy clinical internship quality indicators during the first semester course. | |

| **Dual Enrollment Nursing Education I & II** | | **606000/606002** |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 2.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| Dual Enrollment Nursing Education consists of 18 units of study dealing with direct bedside nursing care, combined with on-site practical nursing hours in a local facility. Students can be registered by the Tennessee Department of Health—after the completion of the course, 80 hours (about 3 and a half days) clinical and theory, passing a state test (both written and skills)—and will be job ready. Jobs include registered nurse, clinical nurse specialist, nurse practitioner, nurse midwife, nurse anesthetist, forensic nurse, and other occupations. This Dual Enrollment course includes theory and clinical training in basic nursing skills; patient personal care and hygiene/communication, and interpersonal interaction; ethical and legal responsibilities; infection control methods; safety measures; rehabilitation and restorative care; and patient mental health needs. Employment as a Certified Nurse Assistant typically requires the person to meet general health standards, and requires heavy physical tasks such as lifting, pushing, or pulling required objects up to 50 lbs. It also requires lifting clients who might weigh up to 200 pounds. For employment, aides must be in good health; a physical exam might be required; and a criminal background check is a prerequisite. Aides should be tactful, patient, understanding, emotionally stable, and dependable. They should desire to help people. Upon successful completion of the course materials and 120 required hours of training (this will be accomplished with one block for training and one block for hands-on learning each day). Students will be awarded a certificate and a grade report that serve as documentation of the successful completion and the training hours attended. These students are then eligible to sit for the State of Tennessee's Nurse Aid Test to become a Certified Nurse Assistant (CNA). This course carries 6 college credit hours with TCAT Harriman (4 credits for Nursing Education, and 2 credits for Medical Terminology). | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Health Science Education, Medical Therapeutics, and Anatomy & Physiology; Seniors with a 3.5 GPA | |
| Counseling Notes: | Enrollment is by application to TCAT Harriman and instructor/advisory board approval only. Enrollment is limited to 15 students per semester, and the course meets for two blocks. Continuing dual enrollment grant eligibility requires maintaining a B average in dual enrollment coursework. Approximate costs: Background check: $27 (you must provide a receipt before registering—it is non- refundable). Liability insurance $15 Maroon scrubs for clinical practicum: $40 Written and skills CNA test: $90. Students should have proper shoes and a watch with a second hand. | |

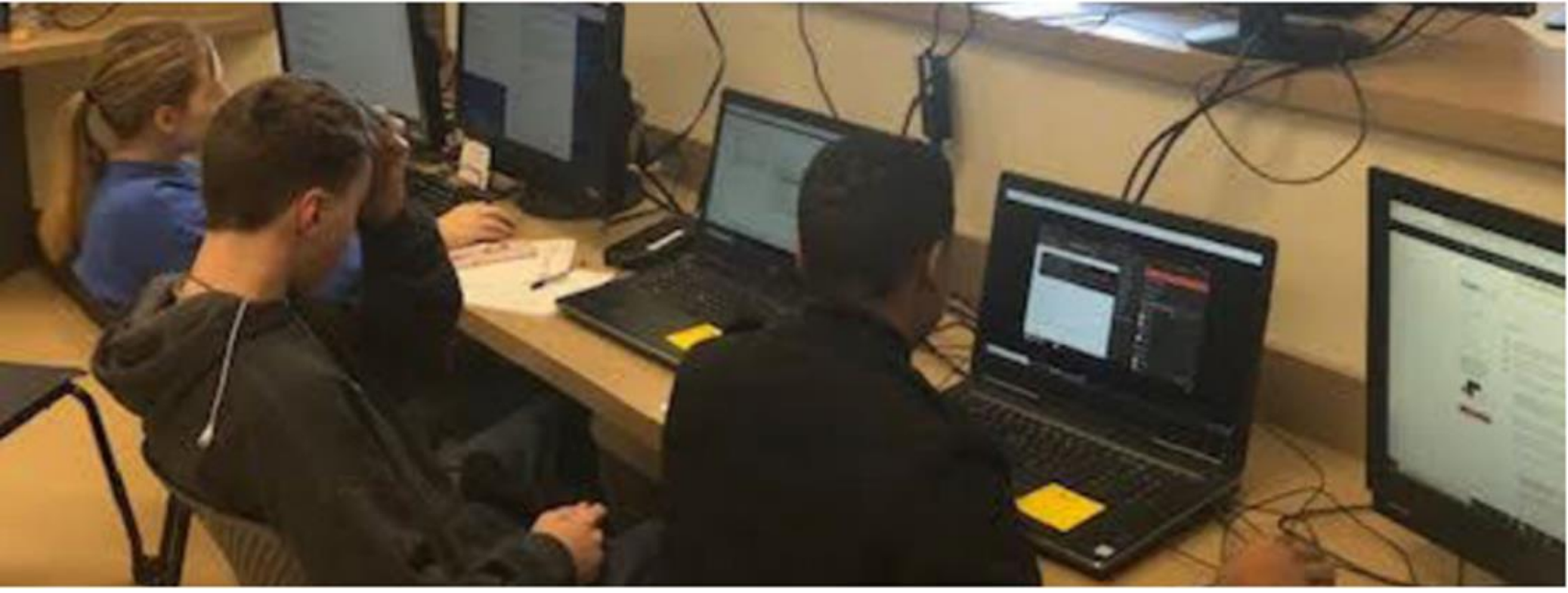
## Human Service-DE Cosmetology with TCAT Knoxville

Interested students will apply for the dual enrollment grant and to attend classes on-site at TCAT Knoxville. There are up to 10 seats available per semester in this program for high school students to attend on-site. Please see your counselor to enroll. Students will first apply to TCAT Knoxville and also apply for the Dual Enrollment Grant to pay for the course.

| Human Service | | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **Cosmetology** | | | **DE Cosmetology @TCAT Knoxville** | **DE Cosmetology @TCAT Knoxville** |
| | | | | |

| DE Cosmetology I | | 605600 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| This is the first course in the Cosmetology program, which provides the student with basic theory and clinical knowledge of the beauty industry using approved textbooks, classroom instruction, and practical application with mannequins and live models. Upon successful completion of 1,500 hours of training, students are prepared to take the TN Board of Cosmetology licensing exam. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | This course is offered on-site at TCAT Knoxville. Students who wish to pursue this option will need to work with counselors and TCAT to determine if the available class meeting times work in their schedules. Students must provide their own transportation. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. | |

| DE Cosmetology II | | 605601 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| This is the second course in the Cosmetology program, which provides the student with basic theory and clinical knowledge of the beauty industry using approved textbooks, classroom instruction, and practical application with mannequins and live models. Upon successful completion of 1,500 hours of training, students are prepared to take the TN Board of Cosmetology licensing exam. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | This course is offered on-site at TCAT Knoxville. Students who wish to pursue this option will need to work with counselors and TCAT to determine if the available class meeting times work in their schedules. Students must provide their own transportation. Students who wish to pursue CCTE concentrator status must take 3 courses in a single pathway. | |



## Information Technology and Cyber Security

To satisfy graduation requirements, each student must earn three credits in a pathway focus beyond the core requirements. Students have the option, beginning in their junior year, to enroll in Middle Technical College with Roane State Community College in Cyber Defense. For more information, go to

www.roanestate.edu/?9638-Middle-College

IT careers involve the design, development, support, and management of hardware, software, multimedia, and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society. In addition to careers in the IT industry, IT careers are available in every sector of the economy - from Financial Services to Medical Services, Business to Engineering and Environmental Services. Anyone preparing for an IT career should have a solid grounding in math and science. Even in times of economic downturn, there is still a large market for people with IT skills in organizations of all sizes. ITAA expects continued growth opportunities within the IT field.

| IT & Cyber Security | | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **Coding** | Coding I<br>Coding A/B | AP Computer Science Principles | AP Computer Science | Dual Enrollment Coding<br>WBL (See special programs) |
| **Cybersecurity** | Cybersecurity I | AP Computer Science Principles | AP Computer Science | Dual Enrollment Cybersecurity<br>CompTIA A+<br>WBL (See special programs) |
| **Middle Technical College is an option for Cyber Security for the Jr/Sr years. Students attend RSCC classes for ½ day and high school classes for ½ day. Students can graduate high school with an Associate of Applied Sciences degree and their high school diploma.* | | | | |

## DE Computer Networking Courses

Computer Networking courses are available through RSCC. These courses are taken either as independent study or through Middle Technical College. Upon completion of these courses, the credit will be added to the high school transcript.

- CompTIA Network+ Certification Prep CITC 1302
- CompTIA A+ Certification Prep CITC 1331
- CompTIA LINUX Certification Prep CITC 1333
- CompTIA Security+ Certification Prep CITC 2326

| Coding A | | 313625 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Year-long skinny at lunch* | *Grading Scale: General*<br>*Number of Credits:.5* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| This course is an introduction to coding concepts such as conditions, loops, functions, and objects. The concepts will be learned by building computer programs and games. Emphasis will be given to problem solving through structured program development. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Open to any student | |
| Counseling Notes: | This course cannot be used as a graduation requirement in mathematics, but it can be used toward an Information Technology or Math and Science area of focus. This course meets during the lunch period. If taken with Coding B, this will fulfill the Computer Science graduation requirement. | |

| Coding B | | 313632 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Year-long skinny at lunch* | *Grading Scale: General*<br>*Number of Credits:.5* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| This course is a continuation of Coding A but is flexible enough to accommodate students who did not take Coding B or who have no programming experience. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Open to any student | |
| Counseling Notes: | This course cannot be used as a graduation requirement in mathematics, but it can be used toward an Information Technology or Math and Science area of focus. This class meets during the lunch period. If taken with Coding A, this will fulfill the Computer Science graduation requirement. | |

| Coding I | | 313626 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits:1* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| This course is an introduction to coding concepts such as conditions, loops, functions, and objects. The concepts will be learned by building computer programs and games. Emphasis will be given to problem solving through structured program development. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | This course can fulfill the requirement for a fourth math or a third lab-<br>science no matter which year it is taken. The ACT readiness standard is<br>no longer applicable. | |

| Cybersecurity I | | 313620 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits:1* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| Cybersecurity I is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in-house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Open to any student who has successfully completed Algebra 1 with an A or B. | |
| Counseling Notes: | This course can fulfill the requirement for a fourth math or a third lab-science no matter which year it is taken. The ACT readiness standard is no longer applicable. | |

| AP Computer Science Principles | | 323635 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| AP Computer Science Principles focuses on foundational computing skills to help students understand the relevance of those computing skills to their college and career plans. Multidisciplinary in nature, this course teaches students how to analyze problems, use creative thinking, and create computational artifacts including programs. Throughout the course, students will collaborate to investigate real-world issues using computing. The course focuses on seven major ideas in computing: Creativity, Abstraction, Data and Information, Algorithms, Programming, Internet, and Global Impact. AP computer science options include both AP Computer Science A (G02H45) and AP Computer Science Principles (G02H44). Both courses can substitute for 4th year math if the student has reached the mathematics college readiness benchmark of 22 on the ACT. https://www.tn.gov/education/instruction/academic-standards/computer-science.html | | |
| Course Info: | https://www.tn.gov/education/instruction/academic-standards/computer-science.html | |
| Prerequisites: | Open to any student who has successfully completed Algebra 1 with an A or B. | |
| Counseling Notes: | This course can fulfill the requirement for a fourth math or a third lab-science no matter which year it is taken. The ACT readiness standard is no longer applicable. | |

| AP Computer Science A | | 313635 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |
| Students will follow the Advanced Placement Computer Science curriculum outline. AP booklets with a detailed course description are available through the AP Computer Science teacher or the Guidance Office. The major emphasis of this course is on programming methodology, algorithms, and data structures using JAVA. Applications are used to develop student awareness of the need for particular algorithms and data structures, as well as to provide topics for programming assignments to which the students can apply their knowledge. Treatments of computer systems and social implications of computing are integrated into the course work and not isolated as separate units. AP computer science options include both AP Computer Science A (G02H45) and AP Computer Science Principles (G02H44). Both courses can substitute for 4th year math if the student has reached the mathematics college readiness benchmark of 22 on the ACT. https://www.tn.gov/education/instruction/academic-standards/computer-science.html | | |
| Course Info: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school | |
| Prerequisites: | Open to any student who has at least one semester of programming experience or has completed Algebra 2. | |
| Counseling Notes: | This course can fulfill the requirement for a fourth math or a third lab-science no matter which year it is taken. The ACT readiness standard is no longer applicable. | |

## Transportation – Automotive and Aviation

To satisfy graduation requirements, each student must earn three credits in a pathway focus beyond the core requirements. Students who began STEM career exploration in middle school and discovered a love for electrical and mechanical systems, vehicle and aircraft CAD design, as well as programming of robots and drones, will enjoy combining those skills in this automotive and aviation course. Students in this course sequence will work collaboratively with students in digital arts, welding, and STEM Engineering classes to create shared projects--from engineering design to building unmanned aircraft (drones), gas engine cars, and electric cars.

Transportation as a career cluster exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities. It is a critical sector of the United States economy. Almost 10 million people (about half the population of New York) are employed in transportation or transportation-related occupations. High-growth industry and career specialties offer high-tech, high-wage opportunities. This industry sector represents over 11 percent of the gross domestic product and is among the fastest growing of all sectors. There will be a growing number of career opportunities in a variety of professional and technical occupations as well as high paid, entry-level occupations that can provide career advancement opportunities. Certifications: Students can obtain ASE (Automotive Service Excellence) Student Certification, Snap-On Tool Precision Measurement Instruments, and/or FAA Part 107 UAS drone pilot certification upon readiness in this program of studies. There are no work experience requirements to sit for the exams.

| Transportation-Automotive and Aviation | | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **DE Automotive** | DE Automotive Maintenance I | DE Automotive Maintenance II | DE Automotive Maintenance III<br><br>Automotive Service Excellence<br><br>Snap-On PMI | DE Automotive Maintenance IV<br><br>Automotive Service Excellence<br><br>WBL (See special programs) |
| **Aviation Flight** | Introduction to Aviation I | Aviation Principles II Dual Credit with MTSU | Advanced Aviation III Dual Credit with MTSU | Work Based Learning at TYS (See special programs) |
| **Aviation Airframe & Powerplant** | Aviation Airframe & Powerplant I | *Additional Aviation or Automotive Maintenance Courses* | Work-Based Learning at TYS (See special programs) | Work-Based Learning at TYS (See special programs) |

# Automotive Maintenance and Light Repair

| DE Automotive Maintenance I | | 605880 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| The Automotive and Aviation Maintenance and Light Repair I (MLR I) course prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completion of the Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | None | |
| Counseling Notes: | Dual enrollment with Tennessee Colleges of Applied Technology in Knoxville is an integral part of this course sequence. Students may now earn dual enrollment credit in grades 9-12, but to do so they must qualify for the dual enrollment grant that pays the tuition. Students must maintain a B average in their TCAT-K coursework to remain eligible for the grant. Students will need to purchase coveralls, safety glasses, mechanics gloves, and steel-toed boots. | |

| DE Automotive Maintenance II | | 605881 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| The Automotive and Aviation Maintenance and Light Repair II (MLR II) course prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completing all Maintenance and Light Repair courses, students may enter the automotive service industry as an ASE Certified MLR Technician. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites | DE Automotive Maintenance I and teacher recommendation | |
| Counseling Notes: | Dual enrollment with Tennessee Colleges of Applied Technology in Knoxville is an integral part of this course sequence. Students may now earn dual enrollment credit in grades 9-12, but to do so they must qualify for the dual enrollment grant that pays the tuition. Students must maintain a B average in their TCAT-K coursework to remain eligible for the grant. Students will need to purchase coveralls, safety glasses, mechanics gloves, and steel-toed boots. | |

| DE Automotive Maintenance III | | 615880/615881 |
|---|---|---|
| *GPA Weight: 1*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 2.0* | *NCAA Approved? No*<br>*Grade Level: 10, 11, 12* |
| Dual enrollment students learn to service suspension and steering systems and brake systems. Upon completing the automotive and aviation sequence of courses, students may earn certification an ASE Certified Maintenance and Light Repair Technician, Snap-On Precision Measurement Instruments certification, and/or FAA Part 107 UAS drone pilot certification. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | DE Automotive Maintenance II and teacher recommendation | |
| Counseling Notes: | Dual enrollment with Tennessee Colleges of Applied Technology in Knoxville is an integral part of this course sequence. Students may now earn dual enrollment credit in grades 9-12, but to do so they must qualify for the dual enrollment grant that pays the tuition. Students must maintain a B average in their TCAT-K coursework to remain eligible for the grant. Students will need to purchase coveralls, safety glasses, mechanics gloves, and steel-toed boots. | |

| DE Automotive Maintenance IV | | 615882 /615883 |
|---|---|---|
| *GPA Weight: 1*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 2.0* | *NCAA Approved? No*<br>*Grade Level: 10, 11, 12* |
| Dual enrollment students learn to service suspension and steering systems and brake systems. Upon completing the automotive and aviation sequence of courses, students may earn certification an ASE Certified Maintenance and Light Repair Technician, Snap-On Precision Measurement Instruments certification, and/or FAA Part 107 UAS drone pilot certification. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. NATEF requires that 95% of the P-1 tasks, 80% of the P-2 tasks, and 50% of the P-3 tasks will be accomplished. These tasks are notated in these standards. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | DE Automotive Maintenance III and teacher recommendation | |
| Counseling Notes: | Dual enrollment with Tennessee Colleges of Applied Technology in Knoxville is an integral part of this course sequence. Students may now earn dual enrollment credit in grades 9-12, but to do so they must qualify for the dual enrollment grant that pays the tuition. Students must maintain a B average in their TCAT-K coursework to remain eligible for the grant. Students will need to purchase coveralls, safety glasses, mechanics gloves, and steel-toed boots. | |

## Aviation Flight and Maintenance

| Introduction to Aviation I | | 615900 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No Grade*<br>*Level: 9, 10, 11, 12* |
| Introduction to Aviation I is a comprehensive foundational course for students interested in pursuing careers in aviation. This course covers the basic principles governing flight and the regulation of flight that every aviation professional must know regardless of his or her occupation—as a pilot or an engineer, a salesperson or a specialist, a mechanic, or a statistician. In addition to acquiring foundational knowledge of safety procedures and industry regulations, students will also gain essential understanding of aircraft structures, the flight environment, basic procedures, and navigation. Upon completion of this course, proficient students will be prepared for further study in advanced Aviation Flight and/or Aviation Maintenance courses. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Co-requisite: Aviation Principles II | |
| Counseling Notes: | None | |

| Aviation Principles II | | 615901 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| Aviation Principles II builds on the fundamental knowledge and skills learned in Introduction to Aviation while teaching students the essential competencies needed for flight under normal conditions. Upon completion of this course, proficient students can apply knowledge, skills, and procedures in a variety of simulated flight environments. Moreover, students who complete this course will have the opportunity to move on to advanced study in Aviation II: Advanced Flight, where they will continue to prepare for the FAA Private Pilot written exam. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Co-Requisite with Introduction to Aviation I | |
| Counseling Notes: | None | |

| Advanced Aviation III | | 615902 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits:1.0* | *NCAA Approved? No*<br>*Grade Level: 10, 11, 12* |
| Advanced Aviation III is the capstone course in the Aviation Flight program of study intended to prepare students for careers in aviation. While continuing to build upon the knowledge, skills, and competencies acquired in Introduction to Aerospace and Aviation I, students in Aviation II will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) Private Pilot written exam. This course goes beyond the proficiency in procedures under normal conditions learned in Aviation I: Principles of Flight and introduces students to the troubleshooting and diagnostic techniques used by pilots and other aircraft personnel to assess and correct for malfunctions, adjust in hazardous weather conditions, and perform other crucial emergency procedures. Continued emphasis is placed on maintaining the safety of flight and developing sound judgment ("judgment training") throughout these conditions. In addition, students will develop a keen understanding of advanced aerodynamics and the physics of flight to aid in decision-making and technical adjustments while working under simulated abnormal procedures. Finally, upon graduation, proficient students will be better prepared to begin flight training in pursuit of a private pilot's license should they choose. Flight simulators are required to fully master many of the standards in this course. Instructors may use a range of equipment to meet this requirement, from simple computer software such as Microsoft Flight Sim to advanced freestanding simulators such as Redbird FMX. This course also draws on preparation materials for the FAA Private Pilot Ground Test. Sample materials may be found on the FAA website or by order from Gleim Aviation at www.gleimaviation.com. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Aviation Principles of Flight II | |
| Counseling Notes: | None | |

| Aviation Airframe & Powerplant I | | 615904/615905 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No Grade*<br>*Level: 9, 10, 11, 12* |
| This comprehensive course in Aviation Airframe and Powerplant (A&P) Technology is designed to provide students with the knowledge and practical skills necessary for a successful career in the aviation industry. The program integrates theoretical understanding with hands-on experience, preparing students for the Federal Aviation Administration (FAA) certification exam in both airframe and powerplant maintenance. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | This course may be taken before or after Introduction to Aviation I | |
| Counseling Notes: | None | |

| Unmanned Aircraft Systems Pilot -TBD | | 615903 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| Unmanned Aircraft Systems Pilot is a course intended to prepare students for positions as commercial drone pilots for small Unmanned Aircraft Systems (sUAS). The course teaches students the knowledge and skills needed to successfully pilot sUAS (less than 55 lbs.). Students in Unmanned Aircraft Systems Pilot will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) Remote Pilot Certification (Part 107) written exam also called the aeronautical knowledge exam. The course places an emphasis on applicable regulations, operating requirements, weather impacts, charts, aeronautical decision-making, and safety. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Aviation II, Air Frame & Power Plant; Advanced Flight | |
| Counseling Notes: | ***This class is forecasted, but not yet available for enrollment.*** | |

## English

To satisfy graduation requirements, each student must earn 4 credits of English.

The English Department offers three programs of study: Advanced Placement (AP), Advanced/Honors, and College Preparatory (CP). Advanced Placement (AP) is offered for students who plan to earn college credit for work done in high school English. College credit depends on the student's score on the Advanced Placement Examination in English Language and Composition taken in the spring of their junior year, and English Literature and Composition taken in the spring of the senior year. Advanced/Honors courses are part of a more accelerated and intensive college-preparatory program. At the ninth and tenth grade level these courses prepare students for the AP program. The College Preparatory Program (CP) provides the preparation needed for success in college freshman English and for career readiness. All courses require a summer reading assignment.

| | | | |
|---|---|---|---|
| English 9 Workshop | English 10 Workshop | English 11 CP | English 12 |
| | | | English 12 CP |
| | English 10 CP | English 11 CP | English 12 |
| | | | English 12 CP |
| | | English 11 Honors | English 12 CP |
| | | | AP English Literature and Composition |
| English 9 CP | English 10 CP | English 11 CP | English 12 |
| | | | English 12 CP |
| | | English 11 Honors | English 12 CP |
| | | | AP English Literature and Composition |
| | English 10 Honors | English 11 Honors | English 12 CP |
| | | | AP English Literature and Composition |
| | | AP English Language and Composition | English 12 CP |
| | | | AP English Literature and Composition |
| English 9 Honors | English 10 CP | English 11 CP | English 12 |
| | | | English 12 CP |
| | | English 11 Honors | English 12 CP |
| | | | AP English Literature and Composition |
| | | AP English Language and Composition | English 12 CP |
| | | | AP English Literature and Composition |
| | English 10 Honors | English 11 Honors | English 12 CP |
| | | | AP English Literature and Composition |
| | | AP English Language and Composition | English 12 CP |
| | | | AP English Literature and Composition |
| | | | AP English Literature and Composition |
| | English 10 Honors Combined Studies | English 11 Honors | English 12 CP |
| | | | AP English Literature and Composition |
| | | AP English Language and Composition | AP English Literature and Composition |
| English 9 Honors Combined Studies | English 10 Honors | English 11 Honors | English 12 CP |
| | | | AP English Literature and Composition |
| | | AP English Language and Composition | AP English Literature and Composition |
| | English 10 Honors Combined Studies | AP English Language and Composition | AP English Literature and Composition |

| English 9 Workshop | | 803001 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Year-long on a block* | *Grading Scale: General*<br>*Number of Credits: 2.0* | *NCAA Approved? No*<br>*Grade Level: 9* |

This course is designed for students formally assessed as having serious difficulties in reading and writing. Placement is determined through the RTI (Response to Intervention) committee for Tier III Intervention or through the special education department.

Assessments used to determine a student's area of need include reading tests from Aims-Webb, Gates-MacGinitie, EXPLORE, or STAR (Standardized Test for the Assessment of Reading), Writing samples and TNReady scores, as well as teacher assessments, will also be considered for placement decisions.

The year-long course is taught in tandem with either Tier III Reading or Reading Support, depending on each student's level of reading-intervention need. Thus, half of the course will be dedicated to developing foundational reading skills through a nationally normed program for emergent readers.
The other half of the course is dedicated to instruction in ELA, following the ninth-grade curriculum and pacing. Assignments will be scaffolded to support students' developing reading skills. The course fosters critical thinking and discussion skills through the study of a multicultural selection of short stories, nonfiction, novels, poetry, and drama. Students practice recognizing ideas, arranging events in sequence, and supporting opinions with examples.

Daily attendance, completion of assigned work, reading practice, and mastery of state standards will make for success in the course.

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| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ |
| Counseling Notes: | This course is one year in length and on block. Students must complete both semesters to meet graduation requirements for English I. |

| English 9 CP | | 813001 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9* |

This course begins a four-year progression of literary analysis in various literary genres. Students develop critical thinking and discussion skills through the study of a multicultural selection of short stories, nonfiction, novels, poetry, and drama. Students will conduct research, plan and write in expository, argumentative, and narrative modes, and review the fundamental principles of grammar and language.

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|---|---|
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ |
| Counseling Notes: | None |

| English 9 Honors | | 823001 |
|---|---|---|
| *GPA Weight: .5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9* |
| This course begins a four-year progression of literary analysis in various literary genres for students with above-average reading and writing abilities and/or teacher recommendations. Students taking this course practice rigorous thinking and writing skills necessary for their future success at the Honors/Advanced/AP level and are expected to read and write extensively, often outside of class. Students will also complete an extensive literary research project, plan and write in expository, argumentative, and narrative modes, and review the principles of grammar and language. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | To enroll in English 9 Honors, students must have a teacher recommendation and/or grade of B or higher in an English 8 Course. Students should be “On Track” or “Mastered” on the most recent TCAP assessment, and students’ reading level should be no more than one grade below grade level. | |
| Counseling Notes: | None | |

| English 9 Honors: Combined Studies | | 853001 |
|---|---|---|
| *GPA Weight: .5*<br>*Length: Year-long skinny on a block** | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9* |
| Combined Studies is a team-taught AP/Honors course in Unites States Government and Politics and literature. This course is designed for students with above-average reading and writing abilities and/or teacher recommendations. Students taking this course practice thinking and writing skills necessary for success in English class and on the paired course Advanced Placement U.S. Government and Politics Exam. Students complete an extensive literary research project and are expected to complete most reading and writing assignments out of class. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | To enroll in English 9 Honors: Combined Studies, students must have a teacher recommendation and/or grade of B or higher in an English 8 Course. Students should be “On Track” or “Mastered” on the most recent TCAP assessment, and students’ reading level should be at grade level. | |
| Counseling Notes: | *This course is taken in conjunction with AP US Government and Politics. It will meet all year for ½ of a block period. | |

| English 10 Workshop | | 833001 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Year-long on a block* | *Number of Credits: 2.0* | *Grade Level: 10* |

The 10th Grade Workshop description should be identical except for the mention of the curriculum:

This course is designed for students who have been formally assessed as having serious difficulties in reading and writing. Placement is determined through the RTI committee for Tier III Intervention or through the special education department.

Assessments used to determine a student's area of need include reading tests from Aims-Webb, Gates-MacGinitie, EXPLORE, or STAR. Writing samples and TNReady scores, as well as teacher assessments, will also be considered for placement decisions.

The year-long course is taught in tandem with either Tier III Reading or Reading Support, depending on each student's level of reading-intervention need. Thus, half of the course will be dedicated to developing foundational reading skills through a nationally normed program for emergent readers.

The other half of the course is dedicated to instruction in ELA, following the tenth-grade curriculum and pacing. Assignments will be scaffolded to support students' developing reading skills. The course fosters critical thinking and discussion skills through the study of a multicultural selection of short stories, nonfiction, novels, poetry, and drama. Students practice recognizing ideas, arranging events in sequence, and supporting opinions with examples.

Daily attendance, completion of assigned work, reading practice, and mastery of state standards will make for success in the course.

| | |
|---|---|
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school// |
| Prerequisites: | English 9 |
| Counseling Notes: | This course is one year in length and on block. Students must complete both semesters in order to meet graduation requirements for English II. |

| English 10 CP | | 813002 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10* |
| This course continues a four-year progression of literary analysis in various literary genres. Students develop critical thinking and discussion skills through the study of a multicultural selection of short stories, nonfiction, novels, poetry, and drama. Students will conduct research, plan and write in expository, argumentative, and narrative modes, and review the fundamental principles of grammar and language. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | English 9 | |
| Counseling Notes: | None | |

| English 10 Honors | | 823002 |
|---|---|---|
| *GPA Weight: .5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10* |
| English 10 Honors is a course in world literature designed for students with above-average reading and writing abilities and/or teacher recommendations. Because this course is preparation for Junior Advanced Placement English Literature and Composition, students taking this course practice rigorous thinking and writing skills necessary for their future success at the AP level and are expected to read and write extensively. Students complete an extensive literary research project and are expected to complete most reading and writing assignments out of class. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | To enroll in English 10 Honors, students must have a teacher recommendation and/or grade of B or higher in an English 9 Course. Students should be “On Track” or “Mastered” on the most recent TCAP assessment, and students’ reading level should be no more than one level below grade level. | |
| Counseling Notes: | None | |

| English 10 Honors: Combined Studies | | 833002 |
|---|---|---|
| *GPA Weight: .5*<br>*Length: Year-long skinny on a block** | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10* |
| Combined Studies is a team-taught AP/Honors course in world history and world literature. This course is designed for students with above-average reading and writing abilities and/or teacher recommendations. Students taking this course practice thinking and writing skills necessary for success in English class and on the paired course Advanced Placement World History Exam. Students complete an extensive literary research project and are expected to complete most reading and writing assignments out of class. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | To enroll in English 10 Honors, students must have a teacher recommendation and/or grade of B or higher in an English 9 Course. Students should be “On Track” or “Mastered” on the most recent TCAP assessment, and students’ reading level should be no more than one level below grade level. | |
| Counseling Notes: | *This course is taken in conjunction with AP World History. It will meet all<br>year for ½ of a block period. | |

| English 11 CP | | 803003 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11* |
| This course continues a four-year progression of literary analysis in various literary genres. Students develop critical thinking and discussion skills through the study of American Literature. Students will conduct research; plan and write in expository, argumentative, and narrative modes; and review the principles of grammar and language. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| Prerequisites: | English 10 | |
| Counseling Notes: | None | |

| English 11 Honors | | 813003 |
|---|---|---|
| *GPA Weight: .5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11* |
| This advanced course refines literary analysis and writing skills. Students who take this course enroll in post- secondary institutions that range from highly selective schools to state universities and community colleges. Class work includes extensive reading and literary analysis of American literature from the Colonial Era through the present. Students reinforce skills with vocabulary work. Students complete an extensive literary research project and are expected to complete most reading and writing assignments out of class. Many of these students will elect to continue their academic study by taking AP English Literature and Composition. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | Students who register for this course must have a teacher recommendation and/or grade of B or higher in the prerequisite course. Students should be “On Track” or “Mastered” on the most recent TCAP assessment. Students’ reading level should be no more than one grade level below their actual grade level. | |
| Counseling Notes: | None | |

| AP English Language and Composition | | 853014 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Advanced Placement*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11* |
| This course is designed for students who want a demanding college level course and/or who plan to take the Advanced Placement Examination in English Language and Composition at the end of the junior year. The course focuses on the elements that define effective argument and composition through the critical analysis and interpretation of complex nonfiction texts. Students will understand the interactions among a writer’s purpose, audience, subject, and genre and how each of these contributes to effective writing. Students will also enhance their own writing skills and understand better each stage of the writing process as they develop expository, analytical, and argumentative compositions. Above-average writing skills and self-discipline for independent study are necessary for success in this course. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | To enroll in Advanced Placement English 11, students must have a teacher recommendation and/or grade of B or higher in an English 10 course. Students should be “On Track” or “Mastered” on the most recent TCAP assessment, and students’ reading level should be at grade level. | |
| Counseling Notes: | Students are encouraged to take the AP English Language and Composition exam in May of their Junior year. | |

| English 12 | | 853005 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 12* |
| This course is designed for continued refinement of critical reading skills, literary analysis and writing skills with an emphasis on synthesizing multiple sources. Students who take this course enroll in post- secondary institutions that primarily include community colleges and technical/trade schools. Literary selections range from classic British Literature to contemporary pieces and informational text. Students will also focus on vocabulary acquisition, research and presentation skills, and ACT preparation. A semester-long Major Theme project is required. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | English 11 | |
| Counseling Notes: | None | |

| English 12 CP | | 813005 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 12* |
| This course continues a four-year progression of literary analysis in various literary genres. Students will develop critical thinking and writing skills through the study of British Literature. Students will conduct research, plan and write in expository, argumentative, and narrative modes, and review the principles of grammar and language. A research project is required. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | English 11 | |
| Counseling Notes: | None | |

| AP English Literature and Composition | | 823014 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Advanced Placement*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 12* |
| This course is designed for students who want a college level course and who plan to take the Advanced Placement Examination in English Literature and Composition at the end of senior year. This course focuses on British and American literature and requires students to write advanced literary analysis and read challenging works that span the Renaissance to post-modern eras. Students should expect to spend additional time outside of class each day on reading and homework. Students should also be aware that issues that might from particular social, historical, or cultural viewpoints be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Literature and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | To enroll in Advanced Placement English 12, students must have a teacher recommendation and/or grade of B or higher in an English 11 course. Students should be “On Track” or “Mastered” on the most recent TCAP assessment, and students’ reading level should be at grade level. | |
| Counseling Notes: | Students are encouraged to take the AP English Literature exam at the end of the year. | |

| Creative Writing | | 803012 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Term* | *Number of Credits: 0.5* | *Grade Level: 10, 11, 12* |
| Prerequisite –Sophomore, junior, or senior students who have a 'C" grade or higher in their college preparatory English classes. This course is open to any student who is interested in the study and practice of descriptive and narrative writing. Poetry, short stories, children's stories, personal essays, and scripts provide models for students to discuss and imitate. Students work on finding individual voice, enhancing description, developing characters, improvising with imagery and language, experimenting with different genres and forms, and increasing self-confidence. Journal writing and peer editing are critical elements of the course. Students are expected to develop and submit some work for publication or competition. With instructor approval, a second half credit may be earned for an additional semester's work. | | |
| Pacing Guide: | | |
| Prerequisites: | English 9 | |
| Counseling Notes: | None | |

| Technical Writing | | 803013 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Term* | *Number of Credits: 0.5* | *Grade Level: 10, 11, 12* |
| Technical writing is often broadly defined as any writing that takes place in the workplace. To be more specific, it is any writing that is intended to convey information, especially that which is related to scientific or technical information or processes. Students who take this course will be expected to read, analyze, and evaluate a variety of technical literature, in addition to producing their own in multiple formats and on numerous topics. The writing process will be a cornerstone of the course, with added emphasis on the importance of revision and peer-editing. By the end of the course, students will be required to produce multiple products of varying lengths, including emails, memos, product and process descriptions, proposals, press releases, user guides, and one long work such as a manual, prospectus, or a white paper. | | |
| Pacing Guide: | | |
| Prerequisites: | English 9 | |
| Counseling Notes: | None | |

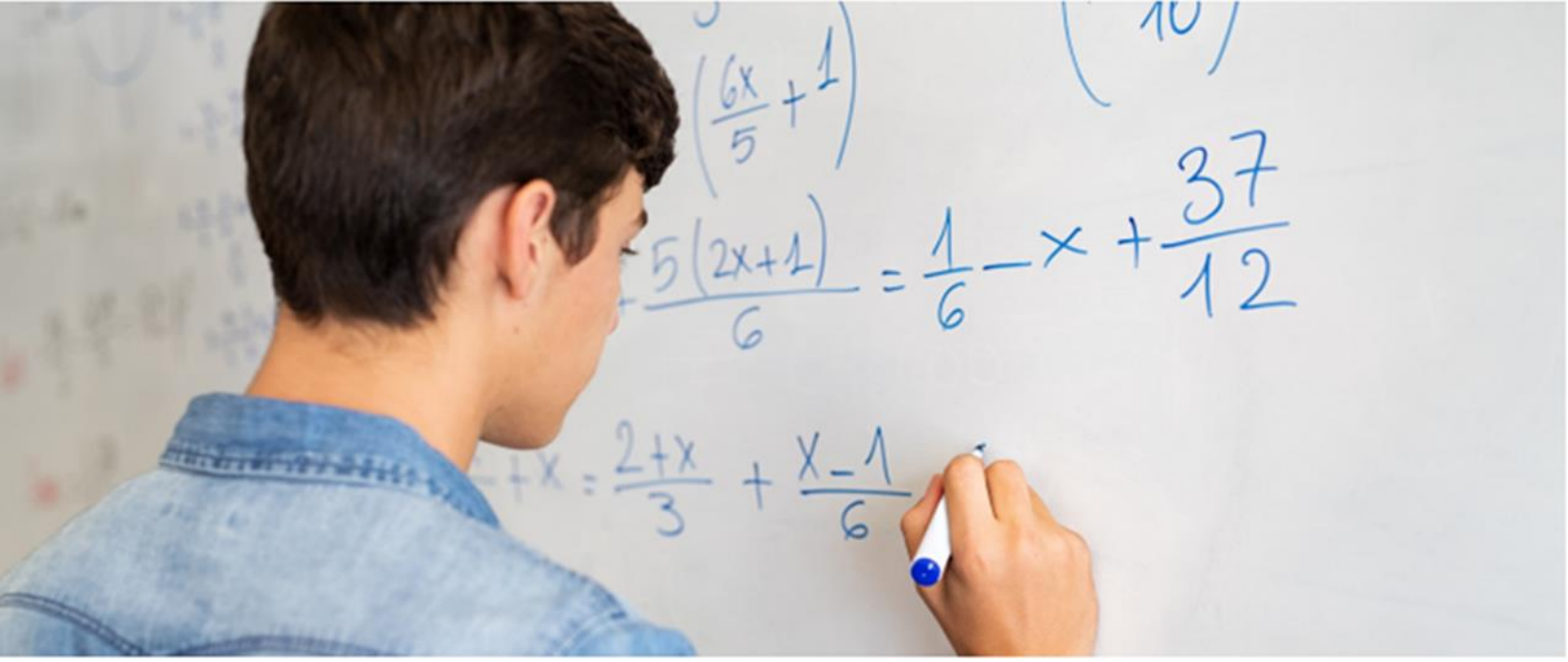
| Journalism I and II - Oak Log | | 873008/813009 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Year-long on a block** | *Number of Credits: 2.0* | *Grade Level: 10, 11, 12* |
| Admission to Oak Log requires permission of the adviser, and students must be upperclassmen. Students plan and produce the school yearbook. Students must conduct interviews and write articles. They assist in page design and also compose copy, write headlines and captions, take photographs, and use laptop computers for internet publishing. Students leave campus to sell advertising to help finance the book's production. Oak Log work requires after-school time. Students must work independently and meet deadlines. Additional credits may be earned for enrollment in consecutive years. Journalism meets the requirements for an area of focus in humanities. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | English 9; Application and approval of instructor | |
| Counseling Notes: | *Students are encouraged to take this course both semesters. However, students who only register for one semester must take Journalism in the fall. The fall semester is a prerequisite for the spring semester. | |

| Detective Fiction and Mystery Literature | | 803015 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Term* | *Number of Credits: 0.5* | *Grade Level: 10, 11, 12* |
| A comprehensive study of Detective Fiction and Mystery Literature for grades 10-12, after students have completed at least English 9. Students will read several novels and short stories, focusing on the elements of detective fiction, in world, American, and British literature. | | |
| Pacing Guide: | | |
| Prerequisites: | English 9 | |
| Counseling Notes: | None | |

| World Mythology | | 803016 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Term* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| Mythology is the study of a (usually older) culture's search for answers about "life, the Universe, and everything" (Douglas Adams). This can range from questions about earth and humanity's origins, to explanations of natural phenomena, to stories about human behavior (and misbehavior), to when and how existence ends. The best place to begin is with a refresher on Greek myth and its Roman counterparts. Those will serve as a point of comparison as the course examines the myths and cultures of the Egyptians, the Hindu, the Irish, and the Norse. As time allows, study will shift to Central/South American and Asian mythologies. Students will also be expected to complete an independent research project on a Native American myth. Goals of the course will be for students to learn the major figures and stories of each older culture's myths, to understand how environment and culture influence a society's view of the world, and to look past superficial differences in order to realize the common origins and elements that connect all humans. | | |
| Pacing Guide: | | |
| Prerequisites: | English 9 | |
| Counseling Notes: | None | |

| **The Holocaust and Human Behavior** | | **813017** |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Term* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| This Facing History and Ourselves course will help students to recognize the lessons that history can teach us about standing up to bigotry and hate. Using readings and other media, the course will lead high school students through an intense examination of the catastrophic period in the twentieth century when Nazi Germany murdered six million Jews and millions of other civilians in the midst of the most destructive war in human history. | | |
| Pacing Guide: | | |
| Prerequisites: | None | |
| Counseling Notes: | This course features Facing History Curricula. | |

| **English Language Development 9, 10,11, 12** | | **816309, 816310, 816311, 816312** |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Year-long on a block* | *Grading Scale: General*<br>*Number of Credits: 2.0* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| Each course is designed for students identified as English learners. Courses offer an emphasis on content and the language of English language arts, math, science, and social studies. The courses are leveled based on the WIDA proficiency levels by offering a level 1 and 2 course and a level 3 and 4 course. Instruction is aligned with both the WIDA English language development standards and the Tennessee content state standards. All English learners participate in WIDA English language assessments which are designed to measure social and academic English proficiency. Daily attendance, completion of assigned work, and language practice will make for success in this course. Additionally, this course provides support for English learners in content classes in order to build academic success. | | |
| Pacing Guide: | https://wisc.edu/ | |
| Prerequisites: | Preapproval by the ELL teacher is required based on the TN state ESL (English as a Second Language) regulations. | |
| Counseling Notes: | This course may serve as either an elective or English credit. It may be taken one or two times per year as determined by language proficiency assessment scores. This course can also count towards a humanities area of focus. | |



## Mathematics

To satisfy graduation requirements, each student must earn 4 credits in Mathematics, namely Algebra 1, Geometry, Algebra 2, as well as one additional course beyond Algebra 2. All students must be enrolled in a math class each year.

The Mathematics Department attempts to meet the mathematical needs and interests of all students by offering a wide range of mathematics courses. Because of this diversity of offerings and the fact that mathematical skills are progressively developed and reinforced throughout the courses, a recommended ordering of courses is presented below. All course placements shall be made via a mathematics teacher recommendation. A grade of D in a course does not indicate proficiency, and the teacher will recommend that the student repeat the course or receive remediation in the form of credit recovery before continuing to a subsequent course.

The following is a chart of possible Math course progressions for students at ORHS.

Please note that a student's course placement will depend on:

1. the successful completion in the prior course and
2. the assessment of the individual student by the ORHS Math department

**Please Note:**

- Freshman and Sophomores enrolled in Geometry Advanced or Geometry Honors are encouraged to take Algebra 2 Trig Advanced or Algebra 2 Trig Honors during the same school year to access additional college level mathematics courses prior to graduation.
- Adding AP Statistics as a second math course is possible for any Sophomore, Junior, or Senior who has successfully completed Algebra 2 Trig with teacher recommendation.
- It is also possible to add Beyond AP Calculus as a Senior taking AP Calculus BC with teacher recommendation.

| ***9th Grade*** | ***10th Grade*** | ***11th Grade*** | ***12th Grade*** |
|---|---|---|---|
| ***Algebra 1 CP*** | *Geometry CP* | *Algebra 2 CP* | *SDC/DE Statistics*<br>*SDC SAILS Statistics*<br>*Mathematical Reasoning for Decision Making* |
| ***Algebra 1 Advanced**** | *Geometry Adv* | *Algebra 2 Trig Adv* | *SDC/DE Statistics*<br>*DE/SDC Precalculus AB*<br>*AP Statistics* |
| | *Geometry Adv*<br>*AND*<br>*Algebra 2 Trig Adv* | *Precalculus AB*<br>*SDC* | *AP Calculus AB*<br>*AP Statistics* |
| ***Geometry Honors*** | *Algebra 2 Trig Honors* | *Precalculus BC*<br>*SDC* | *AP Calculus BC**<br>*AP Statistics*<br>*DE Beyond AP Calculus** |
| | *Algebra 2 Trig Honors*<br>*AND*<br>*Precalculus BC SDC* | *AP Calculus BC**<br>*Math Thesis 1* | *DE Beyond AP Calculus**<br>*AP Statistics*<br>*Math Thesis 2* |
| ***Geometry Honors AND Algebra 2 Trig Honors*** | *Precalculus BC SDC* | *AP Calculus BC**<br>*Math Thesis 1* | *DE Beyond AP Calculus**<br>*AP Statistics*<br>*Math Thesis 2* |

| Algebra 1 CP | | 313102*<br>313101 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Year-long on a block* | *Grading Scale: General*<br>*Number of Credits: 2.0* | *NCAA Approved? Yes*<br>*Grade Level: 9* |
| This course primarily covers linear, quadratic and exponential functions. For these function families, students will use equation solving, graphing, and connections between different representations to analyze contextual problems. Supporting concepts include inequalities, absolute value, polynomials, exponents, and basic statistics. This course is designed to address all Algebra 1 topics. Students are required to take the TNReady end-of-course Exam with the exam score included as a part of the student's final grade in the course. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Counseling Notes: | This course requires a TI-84 calculator. *The first semester is a Math Elective Credit with the Algebra 1 credit applied to the second semester. | |

| **Algebra 1 Advanced*** | | **303132***<br>**323081** |
|---|---|---|
| *GPA Weight: 0.25*<br>*Length: Year-long on a block* | *Grading Scale: General*<br>*Number of Credits: 2.0* | *NCAA Approved? Yes*<br>*Grade Level: 9* |
| This course primarily covers linear, quadratic and exponential functions. For these function families, students will use equation solving, graphing, and connections between different representations to analyze contextual problems. Supporting concepts include inequalities, absolute value, polynomials, exponents, and basic statistics. This course is designed to address all Algebra 1 topics. Students are required to take the TNReady end-of-course Exam with the exam score included as a part of the student's final grade in the course. | | |
| Prerequisites: | Students should complete Math 8 as a Level 3 or 4 on the 3rd Benchmark Exam OR ASPIRE: >50% Math | |
| Counseling Notes: | This course requires a TI-84 calculator. *The first semester is a Math Elective Credit with the Algebra 1 credit applied to the second semester. | |

| Geometry CP | | 323108 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10* |
| This is a course in Euclidean Geometry. The primary emphasis is on the development of deductive<br>reasoning and analytical problem-solving skills utilizing the relationships between geometric figures and their properties. This course contains the full scope and sequence of the geometry curriculum. Students are required to take the TNReady end-of-course Exam with the exam score included as a part of the student's final grade in the course. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | Algebra 1 CP | |
| Counseling Notes: | This course requires a TI-84 calculator. | |

| Geometry Advanced | | 303133 |
|---|---|---|
| *GPA Weight: 0.25*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9,10* |
| This is a course in Euclidean Geometry. The primary emphasis is on the development of deductive reasoning and analytical problem-solving skills utilizing the relationships between geometric figures and their properties. This course contains the full scope and sequence of the geometry curriculum. Students are required to take the TNReady end-of-course Exam with the exam score included as a part of the student's final grade in the course. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | Algebra 1 Advanced | |
| Counseling Notes: | This course requires a TI-84 calculator. | |

| Geometry Honors | | 333108 |
|---|---|---|
| *GPA Weight: 0.5* | *Grading Scale: Honors* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9* |

This is a comprehensive course in Euclidean Geometry, which covers plane, solid, and analytic geometry concepts. Honors Geometry involves theoretical and analytical proofs, as well as applications in transformational geometry. This course includes all topics of Geometry and additional topics in Trigonometry at a depth considered appropriate preparation for Algebra 2 Trig Honors. Students are required to take the TNReady end-of-course Exam with the exam score included as a part of the student's final grade in the course.

Students enrolling in this course must have a teacher recommendation and/or grade of B or higher in the prerequisite course. Students should be "On Track" or "Mastered" on the most recent TCAP assessment. Have a teacher recommendation and/or grade of B or higher in the prerequisite course. Students should be "On Track" or "Mastered" on the most recent TCAP assessment.

| | |
|---|---|
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ |
| Prerequisites: | Algebra 1 Honors or Algebra 1 Advanced |
| Counseling Notes: | This course requires a TI-84 calculator. |

| Algebra 2 CP | | 313103 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11* |

This course includes all the topics of Algebra 2 at a depth. Students are required to take the TNReady End-of-Course Exam in Algebra 2 with the exam score included as a part of the student's final grade in the course. Junior and Senior Algebra 2 students making unsatisfactory progress toward earning this required State credit will be assigned to Algebra 2 Core Focus Intervention.

| | |
|---|---|
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ |
| Prerequisites: | Algebra 1 and Geometry |
| Counseling Notes: | This course requires a TI-84 calculator. |

| Algebra 2 Trigonometry Advanced | | 343103 |
|---|---|---|
| *GPA Weight: 0.25*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11* |
| This course includes all the topics of Algebra 2 and additional topics in Trigonometry at a depth considered appropriate preparation for Pre-calculus AB SWDC. Students are required to take the TNReady End-of-Course Exam in Algebra 2 with the exam score included as a part of the student's final grade in the course. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| Prerequisites: | Algebra 1 and Geometry | |
| Counseling Notes: | This course requires a TI-84 calculator. | |

| Algebra 2 Trigonometry Honors | | 323103 |
|---|---|---|
| *GPA Weight: 0 .5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9, 10* |
| This course includes all the topics of Algebra 2 and additional topics in Trigonometry at a depth considered appropriate preparation for Pre-calculus BC SWDC. A technology laboratory consisting of approximately 1.5 hours (outside of class) per nine-week period is encouraged to increase proficiency on the graphing calculator. Students are required to take the TNReady End-of-Course Exam in Algebra 2 with the exam score included as a part of the student's final grade in the course. Students enrolling in this course must have a teacher recommendation and/or grade of B or higher in the prerequisite course. Students should be "On Track" or "Mastered" on the most recent TCAP assessment. Have a teacher recommendation and/or grade of B or higher in the prerequisite course. Students should be "On Track" or "Mastered" on the most recent TCAP assessment. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| Prerequisites: | Algebra 1 and Geometry, Honors | |
| Counseling Notes: | This course requires the use of a TI-84 Graphing Calculator. | |

| Precalculus AB SDC | | 313126 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12** |
| Precalculus AB SWDC is designed to prepare students for college level STEM focused courses. Students use previous knowledge to continue progressing in their understanding of polynomial, rational, exponential, logarithmic, and trigonometric functions, and extend learning in the following topics areas: vectors, conic sections, parametric equations, and regression analysis to model quantitative data. This course will offer State Dual Credit upon successful completion of the State Precalculus Challenge Exam. Students enrolling in this course must have a teacher recommendation and/or passing grade of the prerequisite course and "On Track" or "Mastered" on the most recent TCAP Assessment. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | Algebra 2 Adv | |
| Counseling Notes: | This course requires the use of a TI-89 graphing calculator. Students completing this course are prepared for AP Calculus AB. | |

| Precalculus BC SDC | | 323126 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11* |
| Emphasis is placed on a rigorous problem-solving approach and mathematical development with calculator enhancement of the following topics: number theory, sequences and series, limit theory, probability, data analysis/statistics, polynomial functions, rational functions, logarithmic and exponential functions, trigonometric functions, analytic geometry, parametrics, and vectors. This course will offer State Dual Credit upon successful completion of the State Precalculus Challenge Exam. Students enrolling in this course must have a teacher recommendation and/or passing grade of the prerequisite course and "On Track" or "Mastered" on the most recent TCAP Assessment. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| Prerequisites: | Algebra 2/Trigonometry, Honors | |
| Counseling Notes: | This course requires the use of a TI-89 graphing calculator. Students completing this course may be qualified for AP Calculus BC. | |

| DE Precalculus | | 334011 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 12* |
| Pre-calculus is designed to prepare students for college level STEM focused courses. Students who take this course will dually enroll at Roane State Community College. This course is designed primarily for students planning to enter the calculus sequence in college. Topics include functions and graphing-algebraic, trigonometric, exponential and logarithmic, equations, the binomial theorem, and conics. Students must have a teacher recommendation and/or grade of B or higher in the assessment and the prerequisites dictated by the post-secondary institution required for the coursework. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| Prerequisites: | Algebra 2; 3.0 GPA; 23 or higher on the math portion of the ACT | |
| Counseling Notes: | A calculator with trig and log functions will be needed by the student. See the Dual Enrollment Section of the Academic Planning Guide for more information about registering for dual enrollment credit. This course is only open to Seniors. | |

| SAILS Statistics | | 303182 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 12* |
| SAILS is a course designed to allow students whose ACT is 18 or less in the math section an opportunity to earn their college remedial math credit. SAILS is a 3-part course. The first part focuses on the remedial math credit, the second part focuses on the SDC statistics standards, while the third part provides students with the opportunity to earn an entry level college math credit while preparing them for college algebra. Students will have an opportunity to earn State Dual Credit upon successful completion of the State Statistics Challenge Exam. | | |
| Pacing Guide: | http: //www.ortn.edu/pdfs/syllabi/math/2016-2017_SAILS_PacingGuide.pdf | |
| Prerequisites: | Algebra 2 | |
| Counseling Notes: | Only for seniors with an 18 or lower on the math portion of the ACT or comparable score on the mathematics portion of the SAT. | |

| Mathematical Reasoning for Decision Making | | 333184 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 12* |
| Applications and modeling using mathematics are the primary foci of this course. Throughout the course, students explore mathematical content in the context of applications to the real-world. Topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways to encourage the use of math to answer problems students will encounter in life. This course is best intended for students who are planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | Algebra 2 | |
| Counseling Notes: | This course requires the use of a TI-84 graphing calculator. This course is only open to Seniors planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation. | |

| Statistics SDC | | 314013 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 12* |
| The four major themes of this course include: (1) Exploring Data, (2) Probability, (3) Probability Distributions, and (4) Sampling and Experimentation. This course will offer State Dual Credit upon successful completion of the State Statistics Challenge Exam. Students enrolling in this course must have a teacher recommendation and/or passing grade of the prerequisite course and “On Track” or “Mastered” on the most recent TCAP Assessment. | | |
| Prerequisites: | Algebra 2; 19 or higher on the math portion of the ACT | |
| Counseling Notes: | This course requires the use of a TI-84 graphing calculator. This course is only open to Seniors. | |

| DE Statistics | | 314013 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 12* |
| The four major themes of this course include: (1) Exploring Data, (2) Probability, (3) Probability Distributions, and (4) Sampling and Experimentation. Students can earn college credit for MATH 1530 Probability & Statistics. Students must have a teacher recommendation and/or grade of B or higher in the assessment and the prerequisites dictated by the post-secondary institution required for the coursework. | | |
| Prerequisites: | Algebra 2; 3.0 GPA; 19 or higher on the math portion of the ACT | |
| Counseling Notes: | This course requires the use of a TI-84 graphing calculator. See the Dual Enrollment Section of the Academic Planning Guide for more information about registering for dual enrollment credit. This course is only open to Seniors. | |

| AP Statistics | | 323129 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |
| The four major themes of this course include: (1) Exploring Data: Describing patterns and departures from patterns, (2) Sampling and Experimentation: Planning and conducting a study, (3) Anticipating Patterns: Exploring random phenomena using probability distributions and simulation, and (4) Statistical Inference: Estimating population parameters and testing hypotheses. This course will be taught at the level of a college statistics course with the expectation that enrollees will likely take the AP Exam in May for a chance at college credit. Students must have a teacher recommendation and/or grade of B or higher in the prerequisite course. Students should be “On Track” or “Mastered” on the most recent TCAP assessment. | | |
| Prerequisites: | Algebra 2 | |
| Counseling Notes: | This course requires the use of a TI-84 graphing calculator. | |

| AP Calculus AB | | 323127 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |
| This course will cover levels (A) and (B) seen under the AP Calculus-BC description. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | Pre-calculus AB SWDC or Pre-calculus BC SWDC | |
| Counseling Notes: | The Advanced Placement Testing Program will require the use of a graphing calculator on the AP Calculus AB and BC exams. This component increases the instructional time for additional content in the AP curriculum. This course requires the use of a TI-89 graphing calculator. The Advanced Placement Calculus AB and BC exams are available for a fee for those students desiring to receive advanced placement credit at the college level. Students must have a teacher recommendation and/or grade of B or higher in the prerequisite course. Students should be “On Track” or “Mastered” on the most recent TCAP assessment. | |

| AP Calculus BC | | 323128 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Year-long on a block* | *Number of Credits: 2.0* | *Grade Level: 11, 12* |
| There are three levels of course work in the Advanced Placement Calculus curriculum:(A) Differential Calculus; (B) Integral Calculus; (C) Further applications of differential and integral calculus including formal integration, indeterminate forms, plane curve geometry, infinite series, and differential equations. Advanced Placement curricular outlines with more detailed descriptions of the courses are available through the calculus teachers. Students must have a teacher recommendation and/or grade of B or higher in the prerequisite course. Students should be “On Track” or “Mastered” on the most recent TCAP assessment. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| Prerequisites: | Pre-calculus BC SWDC | |
| Counseling Notes: | The Advanced Placement Testing Program will require the use of a graphing calculator on the AP Calculus AB and BC exams. This component increases the instructional time needed for additional content into the AP curriculum. This course requires the use of a TI-89 graphing calculator. The Advanced Placement Calculus AB and BC exams are available for a fee for those students desiring to receive advanced placement credit at the college level. | |

| DE Linear Algebra | | 323199 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |
| An introductory course in matrix algebra for mathematics, science and engineering students along with appropriate applications. Topics covered include Systems of linear equations, matrix algebra, inverses, matrix factorizations, determinants, vector spaces and dimension, rank, linear transformations, eigenvalues and eigenvectors, inner product, orthogonal projections. This course is equivalent to MATH 2010 at Tennessee Tech University and students have the opportunity for dual enrollment. Students must have a teacher recommendation and/or grade of B or higher in the assessment and the prerequisites dictated by the post-secondary institution required for the coursework. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | Open to students who have completed AP Calculus BC with a minimum grade of C and a 3 or higher on the AP Exam. Select students with high A averages from Precalculus BC SWDC will be considered for this course if it is taken simultaneously with AP Calculus BC. The latter students must receive the recommendation of the Precalculus BC SWDC instructor. | |
| Counseling Notes: | This course requires the use of a TI-89 calculator. Dual enrollment opportunity with Tennessee Tech. This course must be taken in conjunction with DE Multivariable Calculus and DE Differential Equations in order to satisfy the math graduation requirement. | |

| DE Multivariable Calculus | | 343199 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Term* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| This course covers typical topics from Calculus 3 including analytic geometry and vectors, differential calculus of functions of several variables, multiple integration, and topics from vector calculus. This course is equivalent to MATH 2110 at Tennessee Tech University and students have the opportunity for dual enrollment. Students must have a teacher recommendation and/or grade of B or higher in the assessment and the prerequisites dictated by the post-secondary institution required for the coursework. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | Open to students who have completed AP Calculus BC with a minimum grade of C and a 3 or higher on the AP Exam. Select students with high A averages from Precalculus BC SWDC will be considered for this course if it is taken simultaneously with AP Calculus BC. The latter students must receive the recommendation of the Precalculus BC SWDC instructor. | |
| Counseling Notes: | This course requires the use of a TI-89 calculator. Dual enrollment opportunity with Tennessee Tech. This course must be taken in conjunction with Linear Algebra and Differential Equations in order to satisfy the math graduation requirement. | |

| DE Differential Equations | | 363199 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Term* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| An introductory course in differential equations. Topics covered include an introduction to Differential Equations and Terminology, First Order Differential Equations, Higher Order Homogeneous Linear Equations with Constant Coefficients, Cauchy-Euler Equations, The Laplace Transform method of solving Initial-Value Problems, Solutions of Linear Equations, Systems of Linear Differential Equations. This course is equivalent to MATH 2120 at Tennessee Tech University and students have the opportunity for dual enrollment. Students must have a teacher recommendation and/or grade of B or higher in the assessment and the prerequisites dictated by the post-secondary institution required for the coursework. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | Open to students who have completed AP Calculus BC with a minimum grade of C and a 3 or higher on the AP Exam. Select students with high A averages from Precalculus BC SWDC will be considered for this course if it is taken simultaneously with AP Calculus BC. The latter students must receive the recommendation of the Precalculus BC SWDC instructor. | |
| Counseling Notes: | This course requires the use of a TI-89 calculator. Dual enrollment opportunity with Tennessee Tech. This course must be taken in conjunction with Linear Algebra and Multivariable Calculus in order to satisfy the math graduation requirement. | |

| Math, Science & Computer Science Thesis 1 | | Thesis: 313199 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester plus summer research* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11* |
| This course is designed to draw upon the expertise of scientific professionals in the community to serve as advisors for the student's thesis project. The statement of the problem to be studied, methodology employed, results with analysis and conclusions will be presented by the student in an 18 – 20-page written document at the culmination of the project. Such projects must involve computer science work to receive credit. | | |
| Prerequisites: | DE Beyond AP Calculus (Linear Algebra, Multivariable Calculus, Differential Equations) and/or teacher recommendation | |
| Counseling Notes: | This course may require work over the summer between 11th and 12th grades. | |

| Math, Science & Computer Science Thesis 2 | | Thesis: 333199 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester plus summer research* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 12* |
| This course is designed to continue the research started in Thesis 1. Students will focus on research presentation through posters, oral presentations and an 18 – 20-page written document at the culmination of the project. | | |
| Prerequisites: | DE Beyond AP Calculus (Linear Algebra, Multivariable Calculus, Differential Equations), and teacher recommendation | |
| Counseling Notes: | None | |

## Performing Arts/Music

To satisfy graduation requirements, each student must earn 1 credit in Fine Arts.

| Music for Listeners | | 203505 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? NA*<br>*Grade Level: 9, 10, 11, 12* |
| Music for listeners is a research- and writing-intensive class analyzing the history of music and its role in society through the past 700 years. The class culminates in a major research project on a selected era of music history. | | |
| Counseling Notes: | None | |

| Band, Regular | | 210996 |
|---|---|---|
| *GPA Weight: 0<br>.5 (Honors)<br>Length: Year-long on a block* | *Grading Scale: General or Honors (if requirements met)<br>Number of Credits: 2.0* | *NCAA Approved? NA<br><br>Grade Level: 9, 10, 11, 12* |
| Band is a year-long music performance class. Band members are expected to participate in marching band during the fall semester and concert band throughout the year. Students enrolled in band are expected to attend all performances and rehearsals. Students are expected to attend summer band camp and all after school rehearsals, generally two per week during marching season, but additional rehearsals may be called. Students are expected to perform at all football games, including playoff games, and up to three weekend marching contests. Students participating in marching band receive a ½ credit in Wellness C. After football season, this band performs at concerts and attends concert festivals. Regional (All East) and state clinics are an option for Regular Band students. Advanced credit is not available through the Regular Band.<br><br>Students can earn honors credit upon completion of the honors requirements. | | |
| Counseling Notes: | Students are expected to sign up for both semesters of this course. | |

| Color Guard | | 200996 |
|---|---|---|
| *GPA Weight: 0<br>Length: Semester* | *Grading Scale: General<br>Number of Credits: 1.0* | *NCAA Approved? NA<br>Grade Level: 9, 10, 11, 12* |
| This class is for students who have been selected as a member of the Guard. This class is open by audition only. Participation in Competitive Marching Band Guard (CMB) is based on one's knowledge and skills in the Fall CMB music and sets. Summer Band camp is highly recommended because it focuses solely on the Fall CMB music and sets. Students without adequate knowledge and skills in the Fall CMB music and sets are welcome and may participate as an alternate in the CMB. Guard members are expected to attend all after school rehearsals, generally two per week during marching season, but additional rehearsals may be called. Guard members also perform with the marching band at all functions including football games, playoff games and marching contests.<br>Students who participate in color guard receive a ½ credit in Wellness C. | | |
| Counseling Notes: | None | |

| Choir | | 260995 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9, 10, 11, 12* |
| This class is open to all singers. The curriculum emphasizes beginning music skills including sight reading, basic music theory, music history and vocal performance skills using a wide variety of musical styles. Some after-school rehearsals and performances are required. Position available for student accompanist. | | |
| Prerequisites: | None | |
| Counseling Notes: | None | |

| Select Choir | | 200995 |
|---|---|---|
| *GPA Weight: 0.25*<br>*Length: Year-long on a block* | *Grading Scale: General*<br>*Number of Credits: 2.0* | *NCAA Approved? Yes*<br>*Grade Level: 9, 10, 11, 12* |
| This class is open to intermediate - advanced voiced singers by audition only. The curriculum emphasizes sight reading, music theory, music history and vocal performance skills using a wide variety of musical styles. Several after-school rehearsals and performances are required. Position available for student accompanist. | | |
| Prerequisites: | Students will audition for placement in a course. | |
| Counseling Notes: | Students are expected to sign up for both semesters of this course. | |

| Ensemble Choir, Honors | | 240995 |
|---|---|---|
| *GPA Weight: 0.5*<br>*Length: Year-long on a block* | *Grading Scale: Honors*<br>*Number of Credits: 2.0* | *NCAA Approved? NA*<br>*Grade Level: 10, 11, 12* |
| This is an intense, fast-moving class that performs advanced high school and college level music. The curriculum emphasizes sight reading, music theory, music history and vocal performance skills using a wide variety of musical styles but focusing heavily on Renaissance and Chamber music. Many after school rehearsal performances are required, especially during the month of December. Students receive honors credit for this class. Limited to 16-20 singers. Position available for student accompanist. | | |
| Prerequisites: | This class is open to advanced singers by audition only. | |
| Counseling Notes: | Students are expected to sign up for both semesters of this course. | |

| AP Theory and Harmony | | 223535 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Honors; Advanced Placement if exam taken* | *NCAA Approved? NA* |
| *Length: Semester* | *Number of Credits: 2.0* | *Grade Level: 11, 12* |
| AP music theory is a college preparatory class designed for the student who plans to continue their musical education in college. This is an intense, fast-moving class that includes fundamentals of music, part writing, composition, and aural skills. Teacher approval and signature are required for this class. | | |
| Prerequisites: | Students must have at least one previous year of formal study in instrumental or vocal music and be able to read standard music notation. | |
| Counseling Notes: | None | |

| String Orchestra | | 283530 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? NA* |
| *Length: Year-long on a block* | *Number of Credits: 2.0* | *Grade Level: 9, 10, 11, 12* |
| String Orchestra is a performance group at Oak Ridge High School giving several performances throughout the year. The orchestra participates in festivals and competitions as a group as well as students playing individually in All-State and festival orchestras. Prior playing experience is required. | | |
| Counseling Notes: | Students are expected to sign up for both semesters of this course. | |

| String Orchestra, Honors | | 293530 |
|---|---|---|
| *GPA Weight: 0.5* | *Grading Scale: Honors* | *NCAA Approved? NA* |
| *Length: Year* | *Number of Credits: 2.0* | *Grade Level: 10, 11, 12* |
| Orchestra Honors is a music performance class that includes all the requirements of regular orchestra. In addition, students must audition for a concert clinic such as All State East or participate in another director approved non-audition concert clinic. Honors orchestra students are expected to maintain the highest standards of musicianship and citizenship. | | |
| Prerequisites: | String Orchestra | |
| Counseling Notes: | Students are expected to sign up for both semesters of this course. | |

| Theatre Arts I | | 803520/803521 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? NA* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| The high school theatre class provides students with a dynamic and engaging exploration of the world of theatre and is designed to give students a comprehensive and enriching experience in performing arts. Following the Tennessee standards for theatre, this course aims to foster creativity, collaboration, and a deep understanding of theatrical elements. It includes Foundations of Theatre, Performance Skills, Technical Theatre, Script Analysis and Playwriting, Collaborative Projects, Performance Assessment, and a Culminating Event. | | |
| Prerequisites: | None | |
| Counseling Notes: | None | |

## Science

To satisfy graduation requirements, each student must complete three years of science for graduation. These three science credits must be biology, chemistry and/or physics, and a third science.

The goal of the science department is to prepare students for college and career by giving students a comprehensive understanding of the biological and physical sciences and to help our students become scientifically literate citizens. Additional emphasis is placed on our students becoming skilled in obtaining, retaining, applying science principles, working collaboratively in laboratory settings and thinking critically.

| | | | |
|---|---|---|---|
| **Environmental and Applied Sciences** | Biology CP | Physics CP<br>Physics Honors<br>Chemistry CP<br>Chemistry Advanced<br>Chemistry Honors | Astronomy Honors<br>Anatomy & Physiology Honors<br>DE Gross Anatomy<br>Genetics Honors<br>Wildlife Principles Honors<br>Honors ES/AP Env Sci* |
| | Biology Honors | Chemistry CP<br>Chemistry Advanced<br>Chemistry Honors | Physics Honors<br>Physics CP<br>AP Physics 1<br>Honors Bio II/AP Biology*<br>Honors Chem II/AP Chemistry* |
| **Biology Honors** | Chemistry CP<br>Chemistry Advanced<br>Chemistry Honors | Astronomy Honors<br>Physics Honors<br>Anatomy & Physiology Honors<br>Genetics Honors<br>Wildlife Principles Honors<br>Honors ES/AP Env Sci*<br>Honors Bio II/AP Biology*<br>Honors Chem II/AP Chemistry*<br>AP Physics 1<br>AP Physics 2 | Astronomy Honors<br>Anatomy & Physiology Honors<br>DE Gross Anatomy<br>Genetics Honors<br>Wildlife Principles Honors<br>Honors ES/AP Env Sci*<br>Honors<br>Bio II/AP Biology*<br>Honors Chem II/AP Chemistry*<br>AP Physics 1<br>AP Physics 2<br>AP Physics C |

**Denotes two credit year-long courses. Both courses must be taken during the same calendar year.*

| Environmental and Applied Sciences | | 413260 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9* |
| This course focuses on scientific literacy, investigative practices, and applied math skills. Students investigate relevant phenomena and are introduced to a variety of scientific topics including neuroscience, environmental science, computer science, and physical science concepts. This course prepares students to successfully engage in advanced science content later in their academic careers. | | |
| Prerequisites: | Teacher recommendation | |
| Counseling Notes: | A $10 lab fee is requested. | |

| Biology CP | | 403210 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10* |
| Biology, CP introduces students to the world of living things. The goal is to develop an understanding of the diversity and unity in life. Concepts covered include basic life processes, interdependence and interactions within the environment, evidence of biological evolution, and current and emerging technologies in the life sciences. This course prepares students to succeed on the Tennessee Biology End-of-Course Exam. | | |
| Prerequisites: | Environmental and Applied Sciences | |
| Counseling Notes: | A $20 lab fee is requested. | |

| Biology Honors | | 413210 |
|---|---|---|
| *GPA Weight: 0.5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9, 10* |
| Biology, Honors students explore biology on many different levels – molecular, cellular, and systems. Students are introduced to topics such as biochemistry, genetics, and ecology. Honors students are challenged to apply their knowledge in hands-on open-ended investigations. Honors students explore topics in depth to enhance their overall understanding of biological principles. This course prepares students to succeed on the Tennessee Biology End-of-Course Exam. | | |
| Prerequisites: | Teacher Recommendation | |
| Counseling Notes: | A $20 lab fee is requested. | |

| DE Biology | | 454003 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |

This introductory college lecture and laboratory course defines biology and provides a basic background and understanding of the principles regarding the study of life. Through exercises in the laboratory and classroom experiences, the student will demonstrate the ability to identify, describe and interpret basic biological concepts. These concepts include biological chemistry, cell structure and function, cell reproduction, genetics, and inheritance. The lab activities are investigative in nature with the students' devising hypotheses, predictions, and identifying independent and dependent variables. Upon successful completion of the course, students will earn four Roane State credit hours for BIOL 1110. This course is a Roane State General Education course approved and designed for transfer.

| | |
|---|---|
| Prerequisites: | Successful completion of Biology and Chemistry. |
| Counseling Notes: | See the Dual Enrollment Section of the Academic Planning Guide for more information about registering for dual enrollment credit. All lectures and labs will take place at ORHS. A score of 19 in reading on the ACT is required, and it is strongly recommended students have a score of 19 in math on the ACT. |

| Chemistry CP | | 403221 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |

Chemistry, CP is an introductory chemistry course designed to give students an overview of chemistry to prepare them for college. This conceptual approach to chemistry focuses on guided inquiry, atomic structure, energy, mathematical modeling, and qualitative interactions of matter through problem-based learning.

| | |
|---|---|
| Prerequisites: | Teacher Recommendation |
| Counseling Notes: | A $10 lab fee is requested. |

| Chemistry Advanced | | 423221 |
|---|---|---|
| *GPA Weight: 0.25*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| Chemistry Advanced is an introductory chemistry course designed to give students an in-depth study of chemistry to prepare them for college and STEM related fields. This analytical approach to chemistry focuses on inquiry, modern atomic theory, interactions of matter, thermochemistry, qualitative and quantitative analyses of chemical reactions, solutions, and acid-base chemistry. | | |
| Prerequisites: | Biology, Algebra 1 | |
| Counseling Notes: | A $20 lab fee is requested. | |

| Chemistry Honors | | 413221 |
|---|---|---|
| *GPA Weight: 0.5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9, 10, 11, 12* |
| This course is designed to be an accelerated, comprehensive survey of introductory chemistry topics including, but not limited to, atomic and molecular theories, interactions of matter, thermodynamics, qualitative and quantitative analyses of chemical reactions, solutions and solution stoichiometry, equilibria, and acid-base chemistry. Throughout the year, mathematical reasoning, laboratory investigation, and critical thinking will be emphasized. The content is specifically designed to prepare students for Advanced Placement (AP) Chemistry. | | |
| Prerequisites: | Biology, and Honors Geometry or Geometry Advanced | |
| Counseling Notes: | A $20 lab fee is requested. Rising 9th graders may register for Honors Chemistry and Honors Biology simultaneously; however, this option should be limited to the strongest of students due to the workload required by these courses. | |

| Genetics Honors | | 433251 |
|---|---|---|
| *GPA Weight: 0 .5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level:10,11,12* |
| Genetics, Honors focuses on the principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles. | | |
| Prerequisites: | Chemistry | |
| Counseling Notes: | A $20 lab fee is requested. | |

| Wildlife Principles Honors | | 433260 |
|---|---|---|
| *GPA Weight: 0 .5*<br><br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level:10,11,12* |
| Wildlife Principles is designed as a specialized science course with its focus on critical thinking skills, management of multi- solution problems, and real-world techniques used to promote conservation and proper wildlife management. Studies involving real-world scenarios and techniques allow students to utilize higher-order thinking skills, while preparing them for potential vocation in the sciences. Within the context of wildlife problems and management, students also witness how economics and politics affect decision making, and how our decisions have shaped the current state of Wildlife. Current research methods and data interpretation are used throughout the course. This course is project based, requires active participation, and is extremely rigorous. | | |
| Prerequisites: | Chemistry | |
| Counseling Notes: | A $20 lab fee is requested. | |

| Astronomy Honors | | 403295 |
|---|---|---|
| *GPA Weight: 0 .5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 10, 11, 12* |
| Astronomy is a student-centered course determined to provide a basic understanding of the structure of the universe while allowing students to pursue their specific interests, including observational astronomy and authentic scientific research. Special attention is given to the introduction of tools for analyzing astronomical images, computer modeling, and simulations of the night sky. Advanced mathematical skills are not required; a passion for the night sky and asking questions is a must. | | |
| Prerequisites: | Geometry and Chemistry or Physics | |
| Counseling Notes: | None. | |

| Physics CP | | 423231 |
|---|---|---|
| *GPA Weight: 0*<br><br>*Length: Semester* | *Grading Scale: General*<br><br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| Physics is an introductory survey course of the three major branches of physics: mechanics, waves, and electromagnetism. The course is intended to help all students meet the state graduation requirement for a physics or chemistry course. Physics is meant to reinforce math skills such as algebraic manipulations and graphing. An emphasis on real world applications and hands-on laboratories are a feature of this course. | | |
| Prerequisites: | Teacher Recommendation | |
| Counseling Notes: | A $20 lab fee is requested. | |

| Physics Honors | | 433232 |
|---|---|---|
| *GPA Weight: 0 .5*<br><br>*Length: Semester* | *Grading Scale: Honors*<br><br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| Physics, Honors is a college preparatory level introduction to basic Physics concepts including kinematics, projectiles, dynamics, work and energy, momentum and collisions, waves, electricity, and magnetism. Mathematics including algebra, systems of equations, graphing and basic trigonometry are required to investigate these topics at this level. Laboratories, reference, research and design skills will be emphasized. | | |
| Prerequisites: | Biology and Geometry | |
| Counseling Notes: | This course should be taken in conjunction with Algebra 2 or higher math. A $20 lab fee is requested. | |

| Biology II Honors/ AP Biology | | 423216 & 423217 |
|---|---|---|
| *GPA Weight: 0 .5 & 1.0*<br>*Length: Year-long on a block* | *Grading Scale: Honors; Advanced Placement*<br>*Number of Credits: 2.0* | *NCAA Approved? Yes, Grade Level: 10, 11, 12* |
| Biology II is an honors level course designed for students desiring an in-depth, formal background in biology and to gain the foundations needed to continue into the AP Biology course. AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. The course will prepare students for the AP Biology exam. | | |
| Prerequisites: | Chemistry | |
| Counseling Notes: | Both courses must be taken during the same calendar year. A $30 lab fee is requested. | |

| Chemistry II Honors/ AP Chemistry | | 423222 & 423225 |
|---|---|---|
| *GPA Weight: 0 .5 and 1.0*<br>*Length: Year-long on a block* | *Grading Scale: Honors; Advanced Placement*<br>*Number of Credits: 2.0* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| Chemistry II is an honors level course designed for students desiring an in-depth, formal background in chemistry and to gain the foundations needed to continue into the AP Chemistry course. AP Chemistry is designed to be the equivalent of a general chemistry course taken during the first year of college. It is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. The topics covered include atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, acid/base equilibria, buffers, and electrochemistry. The course will prepare students for the AP Chemistry exam. | | |
| Prerequisites: | Chemistry | |
| Counseling Notes: | Both courses must be taken during the same calendar year. A $30 lab fee is requested. | |

| Environmental Science Honors/ AP Environmental Science | | 423235 & 423236 |
|---|---|---|
| *GPA Weight: 0 .5 and 1.0 Length: Year-long on a block* | *Grading Scale: Honors; Advanced Placement*<br>*Number of Credits: 2.0* | *NCAA Approved? Yes, Grade Level: 11, 12* |
| Environmental Science is an honors level course designed for students desiring an in-depth, formal background in environmental science and to gain the foundations needed to continue into the AP Environmental Science course. AP Environmental Science is designed to be the equivalent of a one semester, introductory college course in Environmental Science. This will be an interdisciplinary course and will draw from a wide variety of topics from different areas of study: biology, geology, ecology, chemistry, geography, and environmental studies. The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the relationships of the natural world. It will allow them to identify and analyze problems which could be both natural and man-made and to evaluate the risks associated with these problems. They will also examine alternative solutions for resolving or preventing them. The course will prepare the student for the AP Environmental Science Exam. | | |
| Prerequisites: | Chemistry | |
| Counseling Notes: | Both courses must be taken during the same calendar year. A $30 lab fee is requested. | |

| AP Physics I | | 413231 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Advanced Placement*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| AP Physics I is for students planning to major in science or engineering in college. The course covers the College Board standards for algebra-based AP Physics I including mechanics, dynamics, momentum, energy, simple harmonic motion, rotation, and waves and light. It is the first of two prerequisite courses for calculus-based AP Physics C. | | |
| Prerequisites: | Concurrent prerequisite: Honors or Advanced Chemistry and Precalculus must be taken either before or during the same semester as AP Physics I. | |
| Counseling Notes: | This course moves very quickly and has quite a bit of homework and labs several times per week. Students should be very fluent in math and able to handle a large workload. A $30 lab fee is requested. | |

| AP Physics II | | 433233 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Advanced Placement*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| AP Physics II is for students planning to major in science or engineering in college. The course covers the College Board standards for algebra-based AP Physics II including electrostatics, current electricity, electromagnetism, thermodynamics, optics, and modern physics. It is the second of two required prerequisite courses for calculus-based AP Physics C. | | |
| Prerequisites: | AP Physics I | |
| Counseling Notes: | This course moves very quickly and has quite a bit of homework and labs several times per week. Students should be very fluent in math and able to handle a large workload. This class is a prerequisite for Physics C. A $30 lab fee is requested. | |

| AP Physics C: Mechanics | | 433236 |
|---|---|---|
| *GPA Weight: 1.0 Length: Semester* | *Grading Scale: Advanced Placement Number of Credits: 1.0* | *NCAA Approved? Yes, Grade Level: 12* |
| Physics C Mechanics is a calculus-based course designed primarily for students who wish to pursue studies in science or engineering in college. The course will prepare students for the Physics C: Mechanics AP exam. The course focuses on the college equivalent of one semester of mechanics. | | |
| Prerequisites: | AP Physics I OR AP Physics II; completed calculus or can be taken concurrently | |
| Counseling Notes: | A $30 lab fee is requested. | |

| AP Physics C: Electricity & Magnetism | | 433234 |
|---|---|---|
| *GPA Weight: 1.0 Length: Semester* | *Grading Scale: Advanced Placement Number of Credits: 1.0* | *NCAA Approved? Yes, Grade Level: 12* |
| Physics C: Electricity and Magnetism is a calculus-based course designed primarily for students who wish to pursue studies in science or engineering in college. The course will prepare students for the Physics C: Electricity and Magnetism AP exam. This course focuses on the college equivalent of one semester of electricity and magnetism. | | |
| Prerequisites: | AP Physics I OR AP Physics II; Physics C: Mechanics; completed calculus or can be taken concurrently | |
| Counseling Notes: | A $30 lab fee is requested. | |

| Anatomy and Physiology Honors | | 423251 |
|---|---|---|
| *GPA Weight: 0.5 Length: Semester* | *Grading Scale: Honors Number of Credits: 1.0* | *NCAA Approved? Yes Grade Level: 10, 11, 12* |
| Anatomy and Physiology, Honors is the study of the body's structures and respective functions at the molecular, cellular, tissue, organ, systemic, and organism levels. Students explore the body systems through laboratory investigations, models, diagrams, and/or comparative studies of the anatomy of other organisms. The study of anatomy and physiology prepares students for a variety of pursuits such as health care, sport and fitness careers, as well as for taking an active part in their own health and wellness. | | |
| Prerequisites: | Chemistry | |
| Counseling Notes: | A $30 lab fee is requested. This course can satisfy one credit of a health science pathway focus and a credit of lab science graduation requirement simultaneously. | |

| DE Gross Anatomy | | 420343 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| Students will learn the gross anatomy of the following systems: skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary, and reproductive. The lab component of the course parallels & reinforces lecture concepts using cadavers. Students will learn names & functions of anatomical structures and concepts to help them succeed in a college program. They will understand the "big picture" of how anatomic systems work together, as well as understand and apply clinical relevance of anatomic structure. Lectures meet two times per week via digital lectures. Students also attend one 2-hr. lab per week. Lectures are relayed in individual high schools Labs are hosted at the LMU (Lincoln Memorial University) DCOM Medical School in Knoxville. Students must bring their own device. Students will meet with an ORHS instructor to work on coursework daily. | | |
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html | |
| Prerequisites: | Must apply & be accepted to LMU. Successful completion of High School Anatomy & Physiology. | |
| Counseling Notes: | The Dual Enrollment Grant is not used for this course; it is being offered tuition-free. However, students must purchase a textbook and scrubs at a cost of ~$100. Students must also be able to provide their own transportation to LMU in Knoxville once per week. | |

| AP Capstone Seminar | | 423167 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Advanced Placement*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| AP Seminar provides sustained practice of investigating issues from multiple perspectives and cultivates student writing abilities so they can craft, communicate, and defend evidence-based arguments. Students are empowered to collect and analyze information with accuracy and precision and are assessed through a team project and presentation, an individual written essay and presentation, and a written exam. Students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate™. Students who also earn scores of 3 or higher on four additional AP Exams of their choice will receive the AP Capstone Diploma™. | | |
| Prerequisites: | English 9 Honors | |
| Counseling Notes: | Offered during Spring semester only. This is an elective class and does not satisfy any science requirements. It can be used toward an area of focus in humanities, Math/Science and AP. | |

| AP Capstone Research | | 433167 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length:*<br>*Semester* | *Grading Scale: Advanced Placement*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| In AP Research, students develop the skills and discipline necessary to conduct independent research to produce and defend a scholarly academic thesis. This second course in the AP Capstone experience allows students to explore deeply an academic topic, problem, or issue of individual interest and through this inquiry, students design, plan, and conduct a year-long mentored, research-based investigation. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. Students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate™. Students who also earn scores of 3 or higher on four additional AP Exams of their choice will receive the AP Capstone Diploma™. | | |
| Prerequisites: | AP Capstone Seminar Score of 3 or better | |
| Counseling Notes: | This is an elective class and does not satisfy any science requirements. It may be used toward an area of focus in humanities or Math/Science. | |

## Social Studies

To satisfy graduation requirements, each student must earn 3.5 credits in Social Studies. The required courses are Economics (1/2), Personal Finance (1/2), U.S. Government (1/2),

U.S. History (1), and World History and Geography (1).

The Social Studies Department has a variety of courses designed to meet the needs and interests of individual students. Social Studies classes are offered to accommodate students of different levels of ability and skills. All course placements must have a social studies teacher recommendation. If you have any questions concerning Social Studies requirements, see your school counselor or social studies teacher.

<table>
<tr><th>9th Grade</th><th>10th Grade</th><th>11th Grade</th><th>12th Grade</th></tr>
<tr><td rowspan="2">US Government<br>CP (.5)<br>Contemporary<br>Issues (.5)</td><td rowspan="2">World History and Geography CP</td><td>US History CP</td><td>Economics CP/Personal Finance CP<br>or<br>AP Macroeconomics</td></tr>
<tr><td>AP US History</td><td>AP Macroeconomics</td></tr>
<tr><td>No Social Studies</td><td>AP US Government and Politics/ Personal Finance CP</td><td>US History CP or AP US History</td><td>AP European History or AP Human Geography<br>Economics CP/Personal Finance CP<br>or<br>AP Macroeconomics</td></tr>
<tr><td>AP US Government and Politics/ Personal Finance Combined Studies</td><td>AP World History Modern Combined Studies</td><td>AP US History</td><td>AP Macroeconomics</td></tr>
<tr><td colspan="2">Electives for Grades 10-12</td><td colspan="2">African American History<br>Americans at War<br>Ancient History</td></tr>
<tr><td colspan="2">Electives for Grades 11-12</td><td colspan="2">AP European History<br>AP Human Geography<br>AP Macroeconomics<br>AP Psychology<br>AP US Government and Politics/Personal Finance<br>CP Psychology<br>Sociology<br>YLDCIP</td></tr>
</table>

| United States Government CP | | 743407 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Term* | *Number of Credits: 0.5* | *Grade Level: 9, 10, 11,12* |
| Government is designed to provide students with a practical study of the functions and workings of the United States Government. Students will examine important governmental issues including: the rights and responsibilities of citizenship, the need for active citizen participation, immigration and naturalization, the roots of American democracy, the structure and function of the United Sates Constitution, and the workings of the legislative, executive, and judicial branches of government. There will also be emphasis placed on current events to ensure students are familiar with important global and domestic issues. | | |
| Prerequisites: | None | |
| Counseling Notes: | Students who register for this course must select another term course to partner with this one. Contemporary Issues is the default and suggested pairing. | |

| Contemporary Issues | | 723407 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Term* | *Number of Credits: 0.5* | *Grade Level: 9* |
| Students will use inquiry skills to examine the issues that impact the contemporary world. Students will analyze the historical, cultural, economic, and geographic factors that have elevated certain issues to levels of concern in the United States and around the globe. Students will engage in research and problem solving to better understand and assess significant current issues. | | |
| Prerequisites: | None | |
| Counseling Notes: | Students who register for this course must select another term course to partner with this one. United States Government CP is the default and suggested pairing. | |

| AP United States Government & Politics Combined Studies | | 703446* AP US Govt 723498 Personal Finance |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Year-long skinny on a block** | *Number of Credits: 1.5* | *Grade Level: 9* |
| The Advanced Placement course in United States Government and Politics is a year-long course designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret U. S. politics and an examination of the various institutions, groups, beliefs, and ideas that make up the American political system. Students will develop an understanding of the typical patterns of political processes and behavior and apply reasoning to assess the causes and consequences of political events. Students will examine, analyze, and interpret basic data relevant to U.S. government and politics. This class will meet the State graduation requirement for one-half credit in U.S. government and prepare the student for the AP examination in United States Government and Politics. Depending on the score received on the AP examination, students can receive college credits; therefore, the course is taught with college-level textbooks and rigor. | | |
| Prerequisites: | For this AP course, students should have a teacher recommendation and/or grade of B or higher in the preceding social studies course. Students should be "On Track" or "Mastered" on the most recent social studies TCAP assessment. | |
| Counseling Notes: | All students are expected to take the AP exam. Students will receive 1 credit in AP US Government and .5 credit in Personal Finance CP. | |
| **This course is taken in conjunction with English 9 Honors Combined Studies. It will meet all year for ½ of a block period.* | | |

| Ancient History | T | 733401 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |
| Students will examine the social, geographic, religious, economic, and cultural aspects of major periods of ancient history from prehistoric times to 1500 CE. Students will explore the development of river valley civilizations, the Gupta Empire, the Roman Empire, Classical Greece, Islamic civilizations, American and African civilizations, and the Middle Ages through the beginnings of the Renaissance. | | |
| Prerequisites: | None | |
| Counseling Notes: | This course is an elective and does not fulfill the graduation requirement for World History. | |

| World History and Geography CP | | 713401 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| This is a college preparatory course designed to give the student an understanding of the development of civilizations in Asia, Africa, Europe, and the Americas. Content includes selected histories of these areas from 1700 CE to the present. In addition, political, economic, and cultural interdependence will be emphasized, along with the study of art, architecture, philosophies, and major historical concepts. The course will incorporate geography to enable the student to see, understand, and appreciate the web of relationships between people, places, and environments. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| Prerequisites: | None | |
| Counseling Notes: | This course should be taken in the 10th grade; however, some students may opt to take it in the 12th grade. | |

| AP World History: Modern Combined Studies | | 723449 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Year-long skinny on a block** | *Grading Scale: Advanced Placement*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10* |
| The history component of Combined Studies is a team-taught Advanced Placement course for sophomores and students enrolled in the course must also take the English component. An enriched AP World History curriculum is correlated to the world literature presented in the English component to establish an understanding of world cultures that is a necessary foundation for success in future AP courses in both departments. Critical thinking skills and analytical strategies are also emphasized to improve content retention and to enhance writing skills. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| Prerequisites: | None | |
| Counseling Notes: | This course is a co-requisite with English 10 Honors Combined Studies. It will meet all year for ½ of a block period. | |

| AP United States Government & Politics | | 703445 AP US Govt<br>723496 Personal Finance |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.5* | *Grade Level: 10, 11, 12* |
| The Advanced Placement course in United States Government and Politics is a course designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret U. S. politics and an examination of the various institutions, groups, beliefs, and ideas that make up the American political system. Students will develop an understanding of the typical patterns of political processes and behavior and apply reasoning to assess the causes and consequences of political events. Students will examine, analyze, and interpret basic data relevant to U.S. government and politics. This class will meet the State graduation requirement for one-half credit in U.S. government and prepare the student for the AP examination in United States Government and Politics. Depending on the score received on the AP examination, students can receive college credits; therefore, the course is taught with college-level textbooks and rigor. | | |
| Prerequisites: | For this AP course, students should have a teacher recommendation and/or grade of B or higher in the preceding social studies course. Students should be “On Track” or “Mastered” on the most recent social studies TCAP assessment. | |
| Counseling Notes: | Students will receive 1 credit in AP US Government and .5 credit in Personal Finance CP. | |

| United States History CP | | 713405 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11* |
| This course covers US History from Post-Reconstruction to our Present. Areas of focus include The Gilded Age, Progressivism, New Imperialism, the World Wars, the Depression, the Cold War, and Contemporary Issues. Emphasis will also be given to current issues that impact and shape the future of the United States. Our efforts will result in students becoming more knowledgeable and responsible citizens of the United States of America. The course also will require an End of Course Exam at the completion of the class. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | None | |
| Counseling Notes: | None | |

| AP United States History | | 723440 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11* |
| The AP U.S. History course develops students' understanding of American history from approximately 1491 to the present. Students will investigate U.S. history for significant events, individuals, developments, and processes across historical periods. Students will develop the same thinking skills and methods used by historians: analysis of primary and secondary sources, contextualization, comparison, causation, continuity and change over time, and argumentation. The course also looks at seven themes: American and national identity; politics and power; work, exchange, and technology; culture and society; migration and settlement; geography and the environment; and America in the world. Students will explore these themes to make connections among historical developments in different times and places in preparation for the AP U. S. History Exam and/or future college- level history courses. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | For this AP course, students should have a teacher recommendation and/or grade of B or higher in the preceding social studies course. Students should be "On Track" or "Mastered" on the most recent social studies TCAP assessment. A college textbook will be used, and students are required to complete historical outlines, research projects, and supplementary readings. Strong reading and writing skills are required. | |
| Counseling Notes: | None | |

| Personal Finance CP | | 743496 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Term* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? Yes*<br>*Grade Level: 9, 10, 11, 12* |
| Personal Finance is designed to provide students with a practical study of how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets, simulate use of checking and savings accounts, demonstrate knowledge of finance, debt, and credit management, and evaluate and understand insurance and taxes. There will also be an emphasis placed upon current events to ensure that students are familiar with important global and domestic economic issues. | | |
| **Prerequisites:** | None | |
| **Counseling Notes:** | This course is usually taken in conjunction with economics CP in the junior or senior year. Students who register for this course must select another term course to partner with this one. | |

| Economics CP | | 713431 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Term* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| This course is a study of the market economy and the free enterprise system. Emphasis will be placed on the role of government and the individual in the system. Economic systems, supply and demand, business cycles, money and banking, labor, government intervention in the economy, and international economics are some of the topics that are covered. Lecture, small group work, and various projects will be used to master the United States economic system. | | |
| **Pacing Guide:** | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| **Prerequisites:** | None | |
| **Counseling Notes:** | This course is usually taken in conjunction with Personal Finance CP in the junior or senior year. | |

| AP Macroeconomics | | 723444 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Advanced Placement*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| AP Macroeconomics is a study of our world today and an examination of current economic issues. This course is for the student who is interested in the political system, environmental concerns, the financial power of our government and the Federal Reserve System. Students will examine the role of government, the Federal Reserve System, the Stock Market, global economics, and the decisions of the all- important consumer. Current economic events and economic indicators are analyzed and applied to master the theory of Macroeconomics. | | |
| Pacing Guide: | College Board Annual Audit | |
| Prerequisites: | For this AP course, students should have a teacher recommendation and/or grade of B or higher in the preceding social studies course. Students should be “On Track” or “Mastered” on the most recent social studies TCAP assessment. | |
| Counseling Notes: | This class will meet the State graduation requirement for economics and prepare the student for the Macroeconomics AP Exam. This course is designed for the accelerated student whose reading, writing, and thinking skills are well developed. | |

| AP European History | | 723441 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |
| AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. The development of modern Europe is addressed through the social, political, religious, intellectual, technological, and economic histories of the various peoples and nations of Europe and their interactions with the wider world. In addition to the reading, writing, and discussion activities characteristic of an AP humanities course, students will have opportunities to explore areas of particular interest through projects of their own design to connect European history to their other areas of academic and cultural interest. This course is designed to be the equivalent of a two- semester introductory college or university European history course and will prepare students for the AP exam. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| Prerequisites: | For this AP course, students should have a teacher recommendation and/or grade of B or higher in the preceding social studies course. Students should be "On Track" or "Mastered" on the most recent social studies TCAP assessment. | |
| Counseling Notes: | This course will satisfy the graduation requirement for World History and Geography. Students taking this course will be prepared to take the AP Exam and should have an above average reading level. They may earn 3 hours of college credit by successfully completing the AP Exam. | |

| AP Human Geography | | 703450 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |
| AP Human Geography is a year-long course designed for juniors and seniors. This college-level introductory course will study patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. This course uses spatial concepts and analysis of landscapes to understand human geography and the consequences on our environment. The course topics include Geography, Population, Cultural Patterns and Processes, Political Organization of Space, Agriculture and Rural Land Use, Industrialization and Economic Development, Cities and Urban Land Use. | | |
| Prerequisites: | For this AP course, students should have a teacher recommendation and/or grade of B. | |
| Counseling Notes: | This course will satisfy the graduation requirement for World History and Geography. Students taking this course will be prepared to take the AP Exam and should have above average reading level. They may earn 3 hours of college credit by successfully completing the AP Exam. All students are expected to take the AP Exam. | |

| African American History | | 733402 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |

Students will examine the life and contributions of African Americans from the early 1600s through the contemporary United States. Students will explore the influence of geography on slavery and the growth of slavery in the U.S. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise of Jim Crow and the subsequent effects of the laws and trace the impact of African American migration through the early 20th century. Students will explore the impact of the Harlem Renaissance as well as the contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans.

| | |
|---|---|
| Prerequisites: | None |
| Counseling Notes: | None |

| Americans at War | | 733403 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |

Students will examine the causes and consequences of the American Revolution, the War of 1812, the Mexican American War, Indian Wars, Civil War, Spanish-American War, and World War I. 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, which led to the U.S. involvement in Korea and Vietnam. 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 American Revolution. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents and secondary sources is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society that relates directly to the topic of this course.

| | |
|---|---|
| Prerequisites: | None |
| Counseling Notes: | None |

| Psychology CP | | 713433 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Term* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| This general psychology course will introduce students to the scientific study of human and animal behavior. Units of study include human development during the life span, biological basis of behavior including the brain, the learning process, intelligence and creativity, personality theories, behavior patterns, symptoms, causes and treatments of emotional disorders, sensation and perception, and the social influences on our behavior. Average ability is required. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| Counseling Notes: | This course is usually taken in conjunction with Sociology. Students who register for this course must select another term course to partner with this one. | |

| Sociology CP | | 713432 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Term* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| The major goal of this course is to teach students to think like a sociologist by approaching sociology as a science. The student will learn concepts, principles, theories and methods used by sociologists in the examination of social life. The tools of sociological inquiry are then applied to the study of contemporary social issues such as cultural diversity, conformity and adaptation, social institutions and their roles in society, personality development, problems of adolescence, deviance and social control, poverty in America, race relations, sex roles, social change and collective behavior. Students will learn to develop a sociological imagination which will enable them to perceive how people's lives are shaped by their social environment and how the social environment is in turn shaped by people. It is hoped that students will learn to understand and appreciate social diversity and become more open to new ideas and philosophies. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/high-school/ | |
| Counseling Notes: | This course is usually taken in conjunction with Psychology CP. Students who register for this course must select another term course to partner with this one. | |

| AP Psychology | | 723447 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |
| The Advanced Placement course in Psychology is designed to allow students the opportunity to earn college credit while still in high school. The course will introduce the student to the systematic and scientific study of behavior and the mental processes of human beings. The students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within Psychology. Topics to be studied include the history of psychology, biological bases of behavior, sensation and perception, states of consciousness, learning, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, and treatment of psychological disorders. The students will also learn about the methods and approaches psychologists use in their science and practice. This course is open to students who can work independently and have above-average reading skills. Depending on the score earned on the AP examination a student can earn college credits; therefore, students should be prepared to work on a college level. Please see the Advanced Placement entry at the beginning of the Social Studies section of the Proposed Program of Studies. | | |
| Pacing Guide: | http://www.ortn.edu/central-office/teaching-and-learning/curriculum/ high-school/ | |
| Prerequisites: | For this AP course, students should have a teacher recommendation and/or grade of B or higher in the preceding social studies course. Students should be “On Track” or “Mastered” on the most recent social studies TCAP assessment. | |
| Counseling Notes: | None | |

| Youth Leadership Development and Community Involvement Program (YLDCIP) | | 703499 |
|---|---|---|
| *GPA Weight: 0.5* | *Grading Scale: Honors* | *NCAA Approved? No* |
| *Length: Term* | *Number of Credits: 0.5* | *Grade Level: 11, 12* |
| Youth Leadership Development and Community Involvement Program (YLDCIP) is a community-based learning and service program that utilizes the community as the classroom. The purpose of YLDCIP is to develop student civic awareness, responsibility, and leadership through involvement in projects that are beneficial to the community. Students will work with a mentor at an off-campus organization that serves the community (other schools, non-profit organizations, religious organizations, government agencies, etc.) on-site each day during the YLDCIP period. Students will choose an area of interest and, under the guidance of their community mentor and the teacher, design and implement an action-research project. | | |
| Pacing Guide: | http://www.ortn.edu/highschool/academics/curriculum/ | |
| Prerequisites: | Teacher recommendation and/or grade of B or higher in current social studies course. Students should be “On Track” or “Mastered” on the most recent social studies TCAP assessment. In English language arts, students’ reading level should be no more than one grade level below their actual grade level. Students must be in good academic, attendance, and discipline standing. Students that self-register for YLDCIP will be given an application for the program. Applications will be reviewed by the YLDCIP coordinators, and only those deemed to meet academic and behavior readiness will be accepted. | |
| Counseling Notes: | Students will complete a YLDCIP program application and screened to be accepted into the program. Students must be able to provide their own transportation to and from their YLDCIP off- campus placement. Students may take this course multiple times in the same year or in separate years. Students must select another term course to accompany this one if they plan to take this course only once each year. | |

## Special Programs

| ACT Preparation | | 801000 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Term* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? No*<br>*Grade Level: 10, 11, 12* |
| ACT Prep is designed as an intense preparation for taking the ACT. Instruction will include a pretest to determine strengths and weaknesses, test taking skills, and practice tests. | | |
| Prerequisites: | None | |
| Counseling Notes: | This course is a co-requisite of AVID 11/Wildcat Scholars | |

| DE College Success | | 873082 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 12* |
| This course is designed to help students become more efficient, proficient, and self-aware learners. It focuses on research-based learning strategies which can improve student performance in all college courses. The course also includes a career awareness component that can be helpful to all students, particularly those who are undecided about their career goals. This course introduces a wide range of strategies, techniques, and self-management tools commonly recognized to lead to college success. | | |
| Prerequisites: | None | |
| Counseling Notes: | This course is a co-requisite of AVID 12/Wildcat Scholars | |

| AVID/Wildcat Scholars<br>9, 10, 11, 12 | | Wildcat Scholars 9: 843081<br>Wildcat Scholars 10: 853081<br>Wildcat Scholars 11: 863081<br>AVID/Wildcat Scholars 12: 873081 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Year-long skinny at lunch/ Semester on block* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| AVID (Advancement Via Individual Determination) and Wildcat Scholars are college-readiness systems designed to increase students' college knowledge and readiness skills. AVID/Wildcat Scholars invites students with a minimum 2.0 to 3.5 Grade Point Average-who would benefit from the student agency and career/college readiness skills. AVID/Wildcat Scholars is a regularly scheduled elective class that meets during the school day empowering students to achieve academic excellence. Students in the AVID and Wildcat Scholars electives will receive instruction in student empowerment, leadership, academic rigor, organization, collaboration, and college/career readiness. They will receive academic support from tutors through collaborative group sessions. The elective will help students motivated to pursue academic excellence through cultural and college field trips, classroom guest speakers, and collaborative learning. | | |
| Prerequisites: | None | |
| Counseling Notes: | Counseling Notes: Students in AVID/Wildcat Scholars are encouraged to take the class all four years of high school. Wildcat Scholars 9 and AVID/Wildcat Scholars 10 are year-long skinny at lunch. AVID 11 and 12 are semester courses. Students are encouraged to enroll in an honors or higher-level course while in AVID/Wildcat Scholars. ACT Prep is a co-requisite of AVID 11. DE College Success is a co-requisite of AVID 12. | |

| ESL Support 9, 10,11, 12 | | 816316<br>816315* |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester or Year- long skinny at lunch** | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| This course is designed for students identified as English learners. This course offers explicit instruction in listening, speaking, reading, and writing with emphasis placed on the development of academic language proficiency. Instruction is aligned with both the WIDA Standards and the Tennessee state standards. All English learners participate in WIDA English language assessments which are designed to measure an EL's social and academic English proficiency. Daily attendance, completion of assigned work, and language practice will make for success in this course. Additionally, this course provides support for English learners in content classes in order to build academic success. | | |
| Standards: | https://wida.wisc.edu/teach/standards/eld | |
| Prerequisites: | Preapproval by the ELL teacher is required based on the TN state ESL regulations. | |
| Counseling Notes: | This course may serve as an elective credit. It may be taken one or two times per academic year as determined by language proficiency assessment scores.<br>*Students may be recommended for this course during the lunch period. | |

| Lunch Study Hall | | 919305 |
|---|---|---|
| *GPA Weight:0*<br>*Length: Year-long skinny at lunch* | *Grading Scale: None*<br>*Number of Credits: None* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| This is a study hall class supervised by a certified teacher. Students are expected to use this time to work on homework or other academic pursuits. | | |
| Counseling Notes: | This course meets during the lunch block. | |

| ROAR | | 823081 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: None*<br>*Number of Credits: None* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| This course is by teacher/counselor/ administrator recommendation only and is generally for students working online for credit recovery. | | |
| Prerequisites: | By recommendation only | |
| Counseling Notes: | None | |

| Work-Based Learning - CCTE | | Multiple Course Codes by Pathway |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 12* |

Students must have completed two or more College, Career, and Technical Education (CCTE) courses to apply for Work-Based Learning. Work-Based Learning (Work-Based Learning is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CCTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, both onsite and offsite, which allow students to interact with the industry professionals to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. Through Work-Based Learning, students participate in individual work-based learning experiences in professional settings when they meet the hours required for full-time course equivalent. Upon completion of the Work-Based Learning experience, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths. Students will participate in class instruction during the 5th block every day for about the first two weeks of school and will meet a couple times throughout the course. Both the classroom performance and the WBL on-the-job component are to be evaluated in determining a student's composite grade. Students must maintain 90% attendance both in school and at work. Students are encouraged to participate in both semesters.

*Please note that students who participate in the work-based learning program may be subject to alcohol and/or drug testing by the third-party organization/employer (this is not by Oak Ridge Schools). The third-party organization/employer may require parental consent to conduct the testing depending on the student's age.*

| | |
|---|---|
| Course Info: | https://www.tn.gov/education/education/educators/career-and-technical-education/career-clusters.html |
| Prerequisites: | Two prior College, Career, and Technical Education (CCTE) courses in the same pathway prior to the senior year. Teacher Recommendation, Student Application, Administrative Approval |
| Counseling Notes: | Students must complete an online application for this program at registration time during their junior year. Candidates must be approved by Student Services before being allowed to interview. Business employers will interview and hire the student(s) of their choice. |

| General Education Work-Based Learning - Onsite | | 906104/916104<br>936104/946104 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Term* | *Number of Credits: 0.5* | *Grade Level: 11, 12* |
| Students who apply and are selected for this course will be assigned a placement on campus as a teacher's aide or off campus in a job placement for work-based learning. | | |
| Prerequisites: | Teacher Recommendation, Student Application, Administrative Approval | |
| Counseling Notes: | None | |

| General Education Work-Based Learning - Offsite | | 906106/916106<br>936106/946106 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Term* | *Number of Credits: 0.5* | *Grade Level: 11, 12* |
| Students who apply and are selected for this course will be assigned a placement on campus as a teacher's aide or off campus in a job placement for work-based learning. | | |
| Prerequisites: | Teacher Recommendation, Student Application, Administrative Approval | |
| Counseling Notes: | None | |

| Student Council | | 949395 |
|---|---|---|
| *GPA Weight:0*<br>*Length: Year-long skinny at lunch* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? No*<br>*Grade Level: 10, 11, 12* |
| Student Council class encourages eager students to continue developing leadership skills. We dedicate our time to making a difference through numerous school and community projects. Students interested in this class must invest themselves in planning, organizing, and implementing these major events. To be a part of this class, students must complete an application and be selected. | | |
| Prerequisites: | None | |
| Counseling Notes: | All student council officers are required to be enrolled in this course. All class officers are encouraged to enroll, as well. This course meets during the lunch block. | |

| Tier 2 Intervention English/Alg 1/Geometry | | 823082 303080/ 303081 |
|---|---|---|
| *GPA Weight:0*<br>*Length: Year-long skinny at lunch* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| These courses provide additional academic support. Student progress is monitored regularly to determine the necessity for intervention. Placement is by teacher recommendation only. | | |
| Counseling Notes: | These courses meet during the lunch block. These courses are universal enhancer electives for students who waive world language and/or fine art. | |

## Visual Arts

To satisfy graduation requirements, each student must earn 1 credit in Fine Arts.

The Art Department offers a comprehensive study of art for all levels of ability and skills. Students must begin with a full credit of Art Foundations or 9th Grade Art Honors as a prerequisite to continue with advanced studies in Photography, Printmaking or Dual Enrollment Photography, Art 2D Honors, Ceramics or Dual Enrollment Ceramics. Students who are interested in pursuing art are encouraged to develop a portfolio in their senior or junior and senior year by enrolling in AP Studio Art. AP Art should be discussed with the current art teacher prior to enrolling. Students may take AP 2D Art and Design, 3D and/or AP Drawing. Students wanting more studio time may take Open Studio during the lunch period. The goals of the Art Department parallel and reinforce the goals of both the State Curriculum and the National Standards for Art. These goals are to foster and promote the following qualities: high level thinking and creative problem-solving, knowledge of art history and cultural heritage, visual literacy, awareness of self, and strengthened technical skills. It is important to realize that art is an avenue for learning as well as a body of knowledge.

| Art Foundations | | 123501 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| Foundations of Art is an introductory and survey course. Foundations of Art provides a variety of experiences that build on concepts and techniques. It is designed to answer the question "What is Art?" Answers to this question are discovered through the exploration of two-dimensional and three- dimensional formats. Art history, design and composition, and aesthetic criticism are integrated into the curriculum. The purpose of this course is to foster critical thinking skills, strengthen art skills, broaden students' knowledge and appreciation of art, and bring awareness as it appears in the world around them. This course will prepare students for additional art courses. Independent work in a studio setting is a frequent expectation. | | |
| Prerequisites: | None | |
| Counseling Notes: | $30 Art Fee requested. | |

| Art Honors | | 133501 |
|---|---|---|
| *GPA Weight: 0.5* | *Grading Scale: Honors* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9* |
| Students will explore and learn multimedia of 2-D, 3-D and Digital Art Concepts. Students will present their work to the instructor and identify artists that share their style, process, and/or inspiration. Students will also learn the origins and history of art and research careers related to art in which their talents are recognized. The class is recommended for students who have exhibited a strong interest in art at the middle school level and have been recognized by their middle school art teacher for their interest and ability in this area. Four hours of art related community service are necessary to fulfill the honors requirement. After the completion of the course, students will be encouraged and prepared to advance their skills into other advanced art courses offered through the art department. | | |
| Prerequisites: | Presentation of a portfolio, interview with a high school art teacher, and<br>recommendation from both their 8th grade art teacher and high school art<br>teacher is required. | |
| Counseling Notes: | $30 Art Fee requested. | |

| Ceramics | | 153503 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |

Ceramics is a studio art course in which students will create hand built and wheel thrown clay pieces. Students must have a strong interest in working with clay materials. Students will learn basic hand-building, wheel throwing, firing, and alternative clay techniques. Students will create and design sculptural, functional, and well-crafted works of art as they relate to ceramics. There is a significant amount of studio maintenance required in this class and a grade is calculated for this activity.

Attendance is an important factor in this class and will be considered when students apply for the course. Tools and materials are not available for home use and in the event of absences the student must arrange to make up class time during lunch, guided study or after school.

| | |
|---|---|
| Prerequisites: | Teacher Recommendation Required. Grade of B or higher in Art Foundations or Art Honors 9th grade. |
| Counseling Notes: | $ 90 Art Fee requested. |

| DE Ceramics | | 163503 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |

Dual Enrollment Ceramics is a studio art course and is offered in four semesters consisting of DE Ceramics 1-4. DE students may enroll for a semester or for a year. DE Ceramics offers students the option to receive college credit earning up to 12 college credit hours. Students must have a strong interest in working with clay materials. Students will learn basic hand-building, wheel throwing, firing, and alternative clay techniques. Students will create and design sculptural, functional, and well-crafted works of art as they relate to ceramics. There is a significant amount of studio maintenance required in this class, and a grade is calculated for this activity. Attendance is an important factor in this class and will be considered when students apply for the course. Tools and materials are not available for home use. Upon completion of the college semester, students are required to submit a portfolio of their work for college credit.

| | |
|---|---|
| Prerequisites: | Teacher Recommendation and one year of ceramics |
| Counseling Notes: | $75 Art Fee requested. See Dual Enrollment section for more information. |

| AP Art Studio | | 153532 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |
| The AP Studio Art Course is designed for students who wish to assemble a body of artwork that demonstrates a high level of thought, growth, and quality. The course prepares students for one of three different AP Exams. Students choose from a 2-D design portfolio, drawing portfolio, or 3-D Design portfolio. Students work to develop a mastery of concept, composition, and execution of their personal ideas and themes in one of the chosen portfolio areas. The course emphasizes art making as an ongoing process involving critical thinking, personal expression, and material exploration, as well as a variety of concepts and approaches in design problem solving. The course examines two aspects of portfolio development—Sustained Investigation and Selected Works. Throughout the year, the students complete work towards these two sections. Selected Works will be teacher driven, although previous quality work may be considered for this section. The theme for the development of a personal concentrated body of work will be identified through discussion and critique between the student and teacher. The Sustained Investigation will focus on a group of related works. These works must demonstrate a serious purpose and show growth over time. Group critiques are necessary for assessment throughout the art production. An ongoing dialog with the teacher and documentation of artwork will be mandatory. A group critique will be held one afternoon a week after school, it is strongly recommended that the student take part in this critique each week. | | |
| Pacing Guide: | https://ortn.instructure.com/courses/5149 | |
| Prerequisites: | Grade of B or higher in Art Foundations and teacher recommendation. | |
| Counseling Notes: | Students will work with their Art Foundation teacher to determine if any other art classes are needed to take this course. In lieu of exams, a portfolio is submitted to AP Central in April. $30 Art Fee requested. | |

| Photography | | 173504 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |
| This course is designed for the student who is interested in art as it relates to photography. The student will study an overview of the history of photography and understand the mechanics of digital single lens reflex cameras. Students will study composition and design and apply this knowledge to the taking of photographs. Students learn best practices for post processing and presentation of digital images. As students develop basic skills of working with a camera, we will begin creative manipulation of photographs. | | |
| Pacing Guide: | https://ortn.instructure.com/courses/3321/assignments/syllabus | |
| Prerequisites: | Grade of B or higher in Art Foundations or Digital Art Foundations & teacher recommendation. | |
| Counseling Notes: | Class Fee $35 requested. It is recommended that the student have access to a dSLR camera for use in assignments outside of class. We also offer a limited number of dSLR cameras for student checkout with proper documentation and on a first come, first served basis. | |

| DE Photography | | 173505 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Dual Enrollment* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |
| Dual Credit Ceramics is a studio art course which allows students to receive an art credit with an additional option to receive college credit. Students must have a strong interest in working with photography. The student will study an overview of the history of photography and understand the mechanics of digital single lens reflex cameras. Students will study composition and design and apply this knowledge to the taking of photographs. Students learn the basic techniques of best practices for post-processing images and printing digital images on inkjet printers. As students develop basic skills of working with cameras, we will begin creative manipulation of photographs. Upon completion of the college semester students are required to submit a portfolio of their work for the college credit. | | |
| Pacing Guide: | https://ortn.instructure.com/courses/3321/assignments/syllabus | |
| Prerequisites: | Grade of B or higher in Art Foundations teacher recommendation. | |
| Counseling Notes: | Class Fee $35.00 requested. It is recommended that the student have access to a dSLR camera for use in assignments outside of class. We also offer a limited number of dSLR cameras for student checkout with proper documentation and on a first come, first served basis. | |

| Art 2-D, Honors | | 153504 |
|---|---|---|
| *GPA Weight: 0.5* | *Grading Scale: Honors* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |
| This class is designed to concentrate on a variety of art making processes including mixed and printed media. Students will be encouraged to experiment with tools, techniques and materials. Through practice and discipline students will develop skills and an ability to communicate ideas and feelings through art and composition about life and the world. 2-D Advanced Art will include community volunteer work. Group critiques are necessary for assessment throughout the art production. An ongoing dialog with the teacher and documentation of artwork will be mandatory. | | |
| Pacing Guide: | https://ortn.instructure.com/courses/3318 | |
| Prerequisites: | Grade of B or higher in Art Foundations and teacher recommendation | |
| Counseling Notes: | Students coming from another school system must bring a portfolio and present this to one of the art teachers for recommendation. $40 Art Fee requested. | |

| DE 2D Art | | 183503 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Dual Enrollment*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| Dual credit 2D art allows students to receive an art credit with an additional option to receive college credit. This course is a continuation of 2D Art Honors. It provides students with a deeper exploration into two-dimensional techniques and emphasis on the development of a student's individual point of view. Using traditional and non-traditional materials, students develop innovative, experimental approaches to a variety of pictorial media, and examine how media, ideas, and composition relate. Students explore the boundaries between painting and mixed media when non-traditional materials are incorporated. Cohesiveness of a portfolio is encouraged. Upon completion of the college semester, students are required to submit a portfolio of their work for college credit. | | |
| Pacing Guide: | https://ortn.instructure.com/courses/3318 | |
| Prerequisites: | Grade of B or higher in Art Foundations and/or 2D Art Honors and teacher recommendation | |
| Counseling Notes: | Class fee of $35 requested. | |

| Digital Art Foundations | | 615760 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? No*<br>*Grade Level: 11, 12* |
| This is a foundational course in the Visual Arts Department for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. Skills learned in this path of study translate well into other STEM design applications, such as CAD. | | |
| Pacing Guide: | http://tn.gov/education/article/cte-cluster-arts-av-tech | |
| Prerequisites: | None | |
| Counseling Notes: | Digital Art Foundations can satisfy the fine art graduation requirement.<br>This course was designed as a stand only course for students interested<br>in Digital Art but not Digital Arts & Design Pathway. | |

| Printmaking | | 153505 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? No* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |
| A comprehensive overview of printmaking processes for grades 9-12, after students have completed and received teacher recommendation and at least a B, or better, in Art Foundations. Students will learn techniques of fine art printmaking, e.g., relief printing, monotype, screen printing, collagraph, papermaking, and more. This course covers the distinctive nature of printmaking including tools, inks, paper, plate preparation, registration, printing processes and qualities of prints e.g. overlays, transparency, offset, and multiple images. The goal is for students to gain the skills and confidence to produce multiple images by hand printing and on a press while exploring personal visual expression. Hand printmaking techniques will engage the student with problem solving in drawing, design, and color. Topics may include editions, suites, and designation systems. Class sessions will comprise independent and collaborative printing and lecture, demonstrations, discussion, and critique. Students will be introduced to the work of artists and the history/tradition of fine art prints. | | |
| Pacing Guide: | https://ortn.instructure.com/courses/3318 | |
| Prerequisites: | Grade of B or higher in Art Foundations and teacher recommendation | |
| Counseling Notes: | Students coming from another school system must bring a portfolio and present this to one of the art teachers for recommendation. $60 Art Fee requested. | |

## Wellness

To satisfy graduation requirements, each student must earn 1.5 credits of Wellness.

Lifetime Wellness is geared toward developing a positive lifestyle management process for a more productive and higher quality of life. For students entering the ninth grade: one- half credit of Wellness A, one-half credit of Wellness B and an additional one-half credit of either Wellness C, Athletic Conditioning or an approved in lieu of activity are required for graduation.

| Lifetime Wellness A | | 903303 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Term* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| Wellness A focuses on emotional and mental health, nutrition, drug misuse and abuse, integrated sex education and preventative diseases. Wellness A is a term course which meets during regular class periods. | | |
| Prerequisites: | None | |
| Counseling Notes: | NJROTC may not be used in lieu of Wellness A.<br>This course is usually taken in conjunction with Wellness B. Students who register for this course must select another term course to partner with this one. | |

| Lifetime Wellness B | | 923303 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Term* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| Wellness B focuses on the physical conditioning of the body as it relates to the whole person. Activity through team sports and individual/dual sports makes up most of this class. | | |
| Prerequisites: | None | |
| Counseling Notes: | This course is usually taken in conjunction with Wellness A. Students who register for this course must select another term course to partner with this one.<br>Wellness B may be taken any time before graduation. Students may earn their Wellness B credit through NJROTC. Students may take this course twice to meet the requirements for the additional one-half credit of activity required for graduation. | |

| Lifetime Wellness C - Cardio | | At lunch: 983303 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Term or Year-long skinny at lunch** | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| Wellness C – Cardio is primarily a walking class. A minimal amount of classroom instruction may be included. | | |
| Prerequisites: | None | |
| Counseling Notes: | The class will be offered during half of the lunch period. Students will participate for one half period for the entire school year to earn their .5 credit for Wellness C. | |

| Athletic Conditioning | | 913302 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Term* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? No*<br>*Grade Level: 9, 10, 11, 12* |
| The main emphasis of this class will be on strength development through resistance training. Students will work out in a structured and controlled atmosphere designed to improve their physical condition for athletics. Aerobic activities will be supplemented in order to tax the cardio-vascular system. | | |
| Prerequisites: | None | |
| Counseling Notes: | Athletic Conditioning can count for the additional one-half credit of activity required for graduation but cannot be taken in lieu of Wellness B. | |

| Sport Wellness C and Marching Band Wellness C | | 983303 |
|---|---|---|
| *GPA Weight: 0*<br><br>*Length: NA* | *Grading Scale: General*<br>*Number of Credits: 0.5* | *NCAA Approved? No*<br><br>*Grade Level: 9, 10, 11, 12* |
| Participation in the ORHS Marching Band and/or ORHS athletic teams may count in lieu of a student's Wellness C requirement. Students must complete the proper paperwork through the Counseling Department during the school year. Students must participate for the entire season to receive credit for participation. Students who fail to meet the minimal requirements, including quitting or being dismissed from the team before the season's completion will not earn a credit. | | |
| Prerequisites: | None | |
| Counseling Notes: | Students must complete the proper paperwork through the Counseling Department during the school year. Students must participate for the entire season in order to receive credit for participation. Students who fail to meet the minimal requirements, including quitting or being dismissed from the team before the season's completion will not earn a credit. | |

## World Languages

To satisfy graduation requirements, each student must earn 2 credits in the same World Language. However, many selective colleges prefer graduates who have 3 credits of the same world language. Students from a Non-English Language Background (NELB) may request proficiency assessments in order to satisfy their World Language requirements and/or for placement in an appropriate level of World Language course. Those students may contact their school counselor for more information.

The focus of World Language courses is the development of communication proficiency in the target language. Knowing another language can . . .

- enrich your understanding of the world and its peoples
- enhance your employability
- contribute to your enjoyment of travel abroad and in the U.S.
- improve English and academic performance in general
- earn free or low-cost college credit through AP exams, dual enrollment, and/or placement exams
- improve the likelihood of acceptance into selective universities

Students will demonstrate their proficiency by using the three modes of communication: Interpersonal (speaking, listening, and writing), Presentational (speaking and writing), and Interpretative (reading and listening) and will gradually build a foundation in language structure.

Ideally, students with no prior language experience should begin their language study in the spring semester of their freshman year. It is not recommended that World Language be delayed until the junior year. The courses of study should be consecutive and without any gaps in scheduling, whenever possible. In general, odd level courses (levels 1, 3, etc.) are offered in the spring, and even level courses (2, 4, etc.) are offered in the fall.

| French I CP | | 523041 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| French I is an entry-level course designed for students who are new to the study of French or for students with limited proficiency in prior language study. The focus of the course is on the development of communication proficiency in the target language. Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, literature, etc. | | |
| Prerequisites: | None | |
| Counseling Notes: | None | |

| French II CP | | 503042 |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| In this course, students will continue to develop an understanding and appreciation of other cultures as they learn the target language. Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, literature, etc. | | |
| Prerequisites: | French I | |
| Counseling Notes: | None | |

| French II Honors | | 523042 |
|---|---|---|
| *GPA Weight: 0.5* | *Grading Scale: Honors* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| Students who have outstanding achievement in Level 1 are encouraged to enroll in this course. This class includes all the elements found in Level 2 CP while emphasizing critical thinking through extended reading and writing, open-ended investigations, projects, and deeper exploration of the target cultures.<br><br>Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, literature, etc. | | |
| Prerequisites: | French I and teacher recommendation | |
| Counseling Notes: | None | |

| French III Honors | | 513043 |
|---|---|---|
| *GPA Weight: 0.5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9, 10, 11, 12* |
| This course is designed for students who plan to pursue advanced levels of language studies. Students who have outstanding achievement in level 2 or level 2 Honors are encouraged to enroll in this course. Students will continue to develop an understanding and appreciation of other cultures as they learn the target language, while emphasizing critical thinking skills and independent research. Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, art, literature, etc. | | |
| Prerequisites: | French II or French II Honors and teacher recommendation | |
| Counseling Notes: | None | |

| French IV Honors with DE Option | | 513046/513044 |
|---|---|---|
| *GPA Weight: 0.5 or 1.0 for DE*<br>*Length: Semester* | *Grading Scale: Honors/Dual Enrollment, if enrolled*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| This course is designed to encourage students to interact in a global community. Communication is the emphasis along with vocabulary expansion within the six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. Students will improve fluency and grammatical accuracy by using the three modes of communication: Interpersonal (speaking, listening, and writing), Presentational (speaking and writing), and Interpretative (reading and listening). Materials include authentic sources such as cultural and historical readings, short stories, poetry, music, art, websites, and films to maximize communication in real-life situations and gain cultural understanding. Classes are conducted entirely in French and students are expected to speak only in the target language. In addition, students are highly encouraged to seek out opportunities to use the target language outside the classroom.<br><br>Dual Enrollment provides the option of earning Beginning French I and II (French 1010/1020) credit through Roane State Community College. | | |
| Prerequisites: | For French IV Honors option: French III Honors and teacher recommendation.<br>For DE option: French III Honors; teacher recommendation; 3.0 GPA; 19 in Reading on the ACT; Students who are in their junior/senior year may qualify to use TN Promise vouchers. Students who are not in their junior/senior year will be required to pay Roane State tuition for French 1010 and French 1020. | |
| Counseling Notes: | Students must register for French IV Honors. Students must be dually enrolled at RSCC in order to benefit from the DE grading scale. | |

| AP French Language | | 523045 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Advanced Placement*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| This course is designed to prepare students to interact in a global community. Communication is the emphasis along with vocabulary expansion within the six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. Students will refine fluency and grammatical accuracy by using the three modes of communication: Interpersonal (speaking, listening, and writing), Presentational (speaking and writing), and Interpretative (reading and listening). Materials include authentic sources such as radio talk shows, news articles, emails, and music from French-speaking countries to maximize communication in real-life situations and gain cultural understanding. Classes are conducted entirely in French and students are expected to speak only French in class. In addition, students are also encouraged to seek opportunities to use the target language outside of the classroom. In preparation for the AP Exam in French Language and Culture, students will be taught specific test-taking strategies and will practice for the exam. | | |
| Prerequisites: | French IV or DE French and teacher recommendation | |
| Counseling Notes: | None | |

| French Capstone: Francophone Culture & Literature | | 513047 |
|---|---|---|
| *GPA Weight: 0.5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 11, 12* |
| This course is designed as a capstone post-AP experience for French students that presents a study of the language, history, and culture of France and the Francophone world through authentic materials including the press, the internet, television, literature and film. The curriculum of this course will vary depending on student interest and choice and will be an opportunity for students to enhance their French language abilities. Units will incorporate reading, writing, speaking, and listening. This course will be conducted in French with the expectation that students use the language in class. In addition, students are encouraged to seek opportunities to use the target language outside of the classroom. Assessments will consist of individual and group presentations/projects, interpretive reading and listening, interpersonal writing and speaking and presentational writing and speaking. | | |
| Prerequisites: | AP French Language | |
| Counseling Notes: | None | |

| German I CP | | 503051 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9, 10, 11, 12* |
| German I is an entry-level course designed for students with no previous German courses in the target language. The focus of the course is on the development of communication proficiency in German. Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, literature, etc. | | |
| Prerequisites: | None | |
| Counseling Notes: | None | |

| German II CP | | 513052 |
|---|---|---|
| *GPA Weight: 0*<br>*Length: Semester* | *Grading Scale: General*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9, 10, 11, 12* |
| In this course, students will continue to develop an understanding and appreciation of other cultures as they learn the target language. Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, literature, etc. | | |
| Prerequisites: | German I | |
| Counseling Notes: | None | |

| German **II** Honors | | **523052** |
|---|---|---|
| *GPA Weight: 0.5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 9, 10, 11, 12* |
| This course is designed for students who plan to pursue advanced levels of German studies. Students who have outstanding achievement in German I are encouraged to enroll in this course. This class includes all the elements found in Level 2 CP while emphasizing critical thinking through extended reading and writing, open-ended investigations, projects, and deeper exploration of the target cultures. Students will conduct theme specific projects. Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, literature, etc. | | |
| Prerequisites: | German I and teacher recommendation | |
| Counseling Notes: | None | |

| **German III Honors** | | **513053** |
|---|---|---|
| *GPA Weight: 0.5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| This course is designed for students who plan to pursue advanced levels of language studies. Students who have outstanding achievement in level 2 or level 2 Honors are encouraged to enroll in this course. Students will continue to develop an understanding and appreciation of other cultures as they learn the target language, while emphasizing critical thinking skills and independent research. Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, literature, etc. | | |
| Prerequisites: | German II or German II Honors and teacher recommendation | |
| Counseling Notes: | None | |

| German IV Honors | | 523054 |
|---|---|---|
| *GPA Weight: 0.5*<br>*Length: Semester* | *Grading Scale: Honors*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| This course is designed to encourage students to interact in a global community. Communication is the emphasis along with vocabulary expansion within three of the 6 cultural themes: Science and Technology, Contemporary Life, and Personal and Public Identity, Family and Communities, Global Challenges, and Beauty and Aesthetics. Students will improve fluency and grammatical accuracy by using the three modes of communication: Interpersonal (speaking, listening, and writing), Presentational (speaking and writing), and Interpretative (reading and listening). Materials include authentic sources such as cultural and historical readings, short stories, poetry, music, art, websites, and films in order to maximize communication in real- life situations and gain cultural understanding. Classes are conducted entirely in German and students are expected to speak only in the target language. Students will be introduced and practice skills to accomplish tasks specific for the AP level. In addition, students are highly encouraged to seek out opportunities to use the target language outside the classroom. | | |
| Prerequisites: | German III Honors and teacher recommendation | |
| Counseling Notes: | None | |

| AP German Language | | 523055 |
|---|---|---|
| *GPA Weight: 1.0*<br>*Length: Semester* | *Grading Scale: Advanced Placement*<br>*Number of Credits: 1.0* | *NCAA Approved? Yes*<br>*Grade Level: 10, 11, 12* |
| This course is designed to encourage students to interact in a global community. Communication is the emphasis along with vocabulary expansion within the six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. Students will improve fluency and grammatical accuracy by using the three modes of communication: Interpersonal (speaking, listening, and writing), Presentational (speaking and writing), and Interpretative (reading and listening). Materials include authentic sources such as cultural and historical readings, short stories, poetry, music, art, websites, and films in order to maximize communication in real-life situations and gain cultural understanding. Classes are conducted entirely in German and students are expected to speak only German in class. In addition, students are also encouraged to seek opportunities to use the target language outside of the classroom. In preparation for the AP Exam in German Language and Culture, students will be taught specific test-taking strategies and will practice for the exam. | | |
| Prerequisites: | German 4 Honors and teacher recommendation | |
| Counseling Notes: | None | |

| Spanish I CP | | 503021/ 503020* |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| Spanish I is an entry-level course designed for students with no previous language study or for students with limited proficiency in prior elementary, middle school, or Spanish 1 courses. The focus of the course is on the development of communication proficiency in the target language. Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, literature, etc. | | |
| Prerequisites: | None | |
| Counseling Notes: | *Students repeating Span I should be enrolled in 503020 in the fall semester. | |

| Spanish II CP | | 503022/ 503023* |
|---|---|---|
| *GPA Weight: 0* | *Grading Scale: General* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| In this course, students will continue to develop an understanding and appreciation of other cultures as they learn the target language. Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, literature, etc. | | |
| Prerequisites: | Spanish I | |
| Counseling Notes: | *Students repeating Span II should be enrolled in 503023 in the spring semester. | |

| Spanish II Honors | | 523022 |
|---|---|---|
| *GPA Weight: 0.5* | *Grading Scale: Honors* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| This course is designed for students who plan to pursue advanced levels of language studies. Students who have outstanding achievement in Level 1 are encouraged to enroll in this course. This class includes all the elements found in Level 2 CP while emphasizing critical thinking through extended reading and writing, open-ended investigations, projects, and deeper exploration of the target cultures.<br>Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, literature, etc. | | |
| Prerequisites: | Spanish I and teacher recommendation | |
| Counseling Notes: | *Only available in fall semester | |

| Spanish III Honors | | 523023 |
|---|---|---|
| *GPA Weight: 0.5* | *Grading Scale: Honors* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 9, 10, 11, 12* |
| This course is designed for students who plan to pursue advanced levels of language studies. Students who have outstanding achievement in level 2 or level 2 Honors are encouraged to enroll in this course. Students will continue to develop an understanding and appreciation of other cultures as they learn the target language, while emphasizing critical thinking skills and independent research. Grammatical concepts and vocabulary will be taught in context from within six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. These cultural themes will be explored through authentic sources, such as news articles, video clips, music, literature, etc. | | |
| Prerequisites: | Spanish II or Spanish II Honors and teacher recommendation | |
| Counseling Notes: | None | |

| Spanish IV Honors with DE Option | | 513024/ 513025 |
|---|---|---|
| *GPA Weight: 0.5* | *Grading Scale: Honors/Dual Enrollment, if enrolled* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |
| This course is designed to encourage students to interact in a global community. Communication is the emphasis along with vocabulary expansion within the six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. Students will improve fluency and grammatical accuracy by using the three modes of communication: Interpersonal (speaking and writing), Presentational (speaking and writing), and Interpretative (reading and listening). Materials include authentic sources such as cultural and historical readings, short stories, poetry, music, art, websites, and films in order to maximize communication in real- life situations and gain cultural understanding. Classes are conducted entirely in Spanish and students are expected to speak only Spanish in class. In addition, students are also encouraged to seek opportunities to use the target language outside of the classroom.<br>Dual Enrollment provides the option of earning Beginning Spanish 1 and 2 (Spanish 1010/1020) credit through Roane State Community College. | | |
| Prerequisites: | For Spanish IV Honors option: Spanish III Honors and teacher recommendation<br>For DE option: 3.0 GPA with a 19 in Reading on the ACT. Students who are in their junior/senior year may qualify to use TN Promise vouchers. Students who are not in their junior/senior year will be required to pay Roane State tuition for Spanish 1010 and Spanish 1020. | |
| Counseling Notes: | Students must register for Spanish IV Honors. Students must be dually enrolled in RSCC to benefit from the DE grading scale. | |

| AP Spanish Language and Culture | | 523025 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 10, 11, 12* |
| This course is designed to prepare students to interact in a global community. Communication is the emphasis along with vocabulary expansion within the six cultural themes: Family and Communities, Science and Technology, World Challenges, Beauty and Aesthetics, Personal and Public Identities, and Contemporary Life. Students will refine fluency and grammatical accuracy by using the three modes of communication: Interpersonal (speaking, listening, and writing), Presentational (speaking and writing), and Interpretative (reading and listening). Materials include authentic sources such as radio talk shows, news articles, emails, and music from Spanish-speaking countries to maximize communication in real-life situations and gain cultural understanding. Classes are conducted entirely in Spanish and students are expected to speak only Spanish in class. In addition, students are also encouraged to seek opportunities to use the target language outside of the classroom. In preparation for the AP Exam in Spanish Language and Culture, students will be taught specific test-taking strategies and will practice for the exam. | | |
| Prerequisites: | DE Spanish IV or Spanish IV Honors and teacher recommendation | |
| Counseling Notes: | None | |

| AP Spanish Literature and Culture | | 523026 |
|---|---|---|
| *GPA Weight: 1.0* | *Grading Scale: Advanced Placement* | *NCAA Approved? Yes* |
| *Length: Semester* | *Number of Credits: 1.0* | *Grade Level: 11, 12* |
| This course is designed to provide students with a learning experience equivalent to that of a college/ university survey course in literature written in Spanish. The course provides opportunities for students to demonstrate their proficiency across the three modes of communication: Interpersonal (speaking and writing), Presentational (speaking and writing), and Interpretative (reading and listening). Students are introduced to the formal study of a representative body of texts from Peninsular Spanish, Latin American and U.S. Hispanic literature, including short stories, novels, poetry, drama, and essays. The goal is for students to read critically, think deeply, and write analytically to demonstrate their understanding of the representative texts and to apply what they have learned from the required texts to others. The course will be enhanced by the inclusion of works of art, music, and film to encourage exploration from multiple points of view. In preparation for the AP Exam in Spanish Literature and Culture, students will be taught specific test-taking strategies and will practice for the exam. | | |
| Prerequisites: | AP Spanish Language and Culture and teacher recommendation | |
| Counseling Notes: | None | |