

# Dickson County High School

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*Courses for the Cougar Nation*  
*2018 - 2019*

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## INTRODUCTION

The Dickson County High School Registration Guide contains information regarding course offerings, recommended course sequence, policies, requirements, and services. This information has been prepared to enable students and parents to make informed career decisions and to prepare for the lifelong career decision-making process. Course offerings are contingent on the number of students registering for a course, budget considerations, and teacher assignments.

A strong high school background is essential for continued success in the workplace or in post-secondary studies. In selecting a curriculum, students should recognize that employment and college admissions are highly competitive. Rigor of curriculum, grade-point average, class rank, attendance, and standardized test scores are crucial factors in decisions made by employers and college admissions personnel. Therefore, it is advantageous for students to select a challenging curriculum consistent with career goals and post-secondary plans.

### NON-DISCRIMINATION

It is the policy of Dickson County High School not to discriminate on the basis of sex, race, or disabilities when planning its educational program.

### TENNESSEE DIPLOMA PROJECT

The purpose of the Tennessee Diploma Project is to align our curriculum to make sure we give students, parents and teachers a pathway to reach those high standards. We want to make sure that our tests and graduation requirements reflect that our students really are prepared for workforce training or college.

The goal is to build stakeholder support for raising education standards. Both higher education and the business community play key roles. These groups feel that graduates need:

- Stronger **math and science skills**, but especially mastery of basic math; in addition, post-secondary school or work requires that students be able to think critically toward a focused solution.
- Stronger **communication skills**, including both verbal skills and writing skills
- To be **able to work in teams** to solve real world problems
- To be **able to think, apply, and use** what they know
- To have a **strong work ethic**; be at work regularly and be on time

### STATE OF TENNESSEE GRADUATION REQUIREMENTS

All State of Tennessee and Dickson County High School graduation requirements must be completed in order to participate in commencement exercises. To meet state and local requirements for graduation, all students shall have attained an approved attendance, conduct, and subject matter record which covers a planned program of education. As a strategy for assessing student readiness for postsecondary education, every student enrolled in a Tennessee public school during their eleventh (11th) grade year shall take either the ACT or SAT. To receive a regular high school diploma, all students enrolled in a Tennessee public school during their eleventh (11th) grade year must take either the ACT or SAT.

United States Civics Test- All high school students shall be given a United States civics test. All students must take this test to be awarded a diploma.

### High School Diploma

**The high school diploma will be awarded to students who (1) earn the specified 22 units of credit, and (2) have satisfactory records of attendance and conduct.**

Math *	4 credits including Algebra I and II, Geometry or its equivalent, and a fourth higher level course
Science **	3 credits including Biology, Chemistry, or Physics, and a third lab course
English	4 credits
Social Studies ***	3 credits
Physical Education and Wellness	1.5 credits
Personal Finance	0.5 credits
Foreign Language ****	2 credits
Fine Arts *****	1 credit
Elective Focus Area	3 credits
Total Credits	22 credits

\*Students shall be required to achieve, by the time they graduate, at least the following: Algebra I, Geometry, and Algebra II (or the equivalents) plus one additional mathematics course beyond Algebra I. All students will be enrolled in a math class each year. Students with qualifying disabilities as documented in the individualized education program shall be required to achieve at least Algebra I and Geometry (or the equivalent).

\*\* Students shall be required to achieve, by the time they graduate, at least Biology I and either Chemistry or Physics plus another laboratory science. Students with qualifying disabilities as documented in the individualized education program shall be required to achieve at least Biology IA, Biology IB, and one other lab science credit. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

\*\*\*The social studies curriculum shall include United States History, World History/World Geography, Economics, and Government.

\*\*\*\*In exceptional circumstances, schools may waive the world language and fine art requirement for students who are not planning to attend a university. Students must **expand and enhance their elective focus.**

### OTHER DIPLOMAS

1. A diploma of Specialized Education may be awarded to students with disabilities at the end of their fourth year of high school, who (1) have not met the requirements for a high school diploma, (2) have satisfactorily completed an individualized education program, and (3) have satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

2. An occupational diploma may be awarded to students with disabilities at the end of their fourth year of high school who have (1) not met the requirements for a high school diploma, (2) have satisfactorily completed an individualized education program, (3) have satisfactory records of

attendance and conduct, (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education, and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two (22) years old.

### GENERAL REGISTRATION

1. Placement into classes will follow the procedures outlined below. All students will be placed in the classes for which they qualify based on data. Parents and students who disagree with the recommended placement and would prefer their son or daughter take a lower level class must sign a release form for the transfer to occur. Parents and students who disagree with the recommended placement and would prefer their son or daughter take a **higher**-level class must sign a release form for the transfer to occur. Transfer to the higher-level course will occur without penalty after the mid-point of the first grading period (P1) if the student has attained an average of 93 or greater in the course.
2. **A student may not request a transfer from one teacher to another.**
3. A student must be enrolled for credit in a math course through the senior year even if four credits in math have already been earned.
4. **Students requesting Honors/Pre-AP/AP classes WILL NOT be allowed to drop these classes after the schedule change deadline, Friday, March 16, 2018.**

### POST REGISTRATION

1. After registration and before the end of the current school year, each student shall receive a course verification form which shows the courses selected. Parents and students are asked to review and make any changes or corrections then sign and return the form by the stated deadline.
2. **Friday, March 16, 2018, is the deadline to request changes from one class to another. A student cannot request a different class after this deadline.**
3. Student schedule changes initiated by teachers/counselors may be made after the deadline due to special circumstances that make such changes necessary.
4. Reason changes could possibly be made after school starts:
  1. You have already received a credit for this course.
  2. You need a different credit in order to meet graduation requirements.
  3. You do not meet the prerequisites for a course.
  4. If your schedule is incomplete, see your counselor

### INDIVIDUALIZED INSTRUCTION

In an attempt to meet the individual needs of pupils, Dickson County High School offers elective courses in art, business, language arts, world languages, mathematics, music, physical education, science, social studies, and career/technical subjects. Some courses offered in English, mathematics, science, and social studies are offered on an advanced level.

DCHS is committed to helping all children succeed. We have many ways to help children who are struggling to learn and who need additional supports to be successful. Response to Instruction and Intervention (RTI<sup>2</sup>) is one form of support.

### **What is RTI?**

A multi-tiered delivery system that uses a data-driven problem-solving model to identify specific student need and match appropriate instructional strategies.

In Tennessee, the Response to Instruction and Intervention (RTI) Framework is a component of TNCORE. The TNCORE implementation plan has three legs with student achievement at the center:

- Assessment alignment and transparency
- Instructional materials and curriculum
- Quality training and meaningful support

### **What does the RTI Framework look like?**

The RTI Framework has three tiers. Each tier provides differing levels of support.

- In Tier I, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.
- In Tier II, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier I instruction alone. In addition to Tier I instruction, students are provided small group interventions designed to meet their specific needs. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.
- In Tier III, more intensive interventions are provided to students who have not made significant progress in Tier II, who are more than 1.5 grade levels behind, or who are below the 10<sup>th</sup> percentile. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.

## ***CALCULATION OF GPA***

All GPA's will be calculated on a 4.0 system. For purposes of determining class rank, the numerical average of grades will be used. All numerical grades (including audited classes) earned in grades 9, 10, 11 and first semester of the 12<sup>th</sup> will be counted toward the grade-point average used to determine class rank.

### **Honors, Dual Enrollment (DE) & Advanced Placement (AP) Classes**

Algebra II Pre-AP	French IV AP
Biology I Pre-AP	Geometry Pre-AP
Biology II AP	Government AP
Calculus – AP or DE	Physics Honors
Chemistry I Pre-AP	Pre-Calculus Regular DE Possible - College Algebra (3 credits)
Chemistry II Honors	Pre-Calculus Honors DE Possible - 6 Credits
Economics Honors	Spanish I, II, III – Pre-AP
English I, II, III Honors	Spanish IV AP
English III AP - Language/Composition	Statistics Honors
English IV AP - Literature/Composition	U.S. History Honors
Environment Science AP	U.S. History AP
French I, II, III Pre-AP	World History Pre-AP

**Guidelines:** Additional rigor points will be added each grading period and to the semester exam grade for these advanced classes. Advanced

Placement will receive five (5) rigor points. Honors and Dual Enrollment courses will receive three (3) rigor points.

## **RECOMMENDATION FOR ENROLLMENT IN ADVANCED COURSES**

When students are registering for the second or next level of a course the following guidelines are strongly recommended:

**If the grade in the first level or prerequisite course is**

**A or B**, the next level is strongly recommended;

**C**, the next level is recommended with reservations;

**D**, the next level is strongly discouraged since needed skills for more advanced study in that area may be lacking.

## ***GRADUATION WITH HONORS DISTINCTION***

1. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.

2. Students will be recognized as graduating with “distinction” by attaining a B average and completing at least one of the following:

- (i). Earn a nationally recognized industry certification.
- (ii). Participate in at least one of the Governor's Schools.
- (iii). Participate in one of the state's All State musical organizations.
- (iv). Be selected as a National Merit Finalist of Semi-Finalist
- (v). Attain a score of 31 or higher composite score on the ACT
- (vi). Attain a score of 3 or higher on at least two advanced placement exams.
- (vii). Successfully complete the International Baccalaureate Diploma Program.
- (viii). Earn 12 or more semester hours of transcribed postsecondary credit.

### **Tennessee Scholars**

In today's competitive workforce, Tennessee Scholars graduate better prepared to meet the challenges of the workplace.

Graduating as a Tennessee Scholar entitles you to join the other 25,000 students who have chosen this path for graduation and have already experienced greater success after high school.

To become a Tennessee Scholar students complete a demanding high school curriculum that emphasizes “on level” and above courses in mathematics, science, social studies, language arts (English and foreign language), and computer literacy. The program also stresses the importance of attendance and dependability, and volunteerism.

Students may pick up an application in the DCHS Counseling Center.

## ***EXAMINATIONS***

1. End-of-course examinations will be given in Biology I, and Chemistry. Further, the results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2). At press time of this bulletin, Dickson County Board of Education policy had not been set for the % that EOC assessments will calculate into a student's grade for these courses.

2. TN Ready testing will be conducted for students who are enrolled in the following courses, English I, English II, English III, Algebra I, Algebra II, Geometry and US History. At press time of this bulletin, Dickson County

Board of Education policy had not been set for the % that TN Ready assessments will calculate into a student’s grade for these courses.

3. Other state mandated testing includes: ACT (11<sup>th</sup> grade).

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

### HIGH SCHOOL VOCABULARY

<b>ACT</b>	A college-entrance exam which is required by most two- and four-year colleges (American College Testing)	<b>NCAA Clearing-house</b>	A process completed by students planning to participate in Division I or II athletics during college
<b>Advanced Placement</b>	Courses that follow a rigorous curriculum set up by the College Board (Students may take the AP exam to determine eligibility for college credit.)	<b>Program of Studies (POS)</b>	A combination of selected programs de-signed to equip students with work and life skills in a specific area.
<b>Alternative Courses</b>	Courses the student lists during registration as second-choice options	<b>Pre-requisite</b>	Successful completion of a subject prior to enrolling in a course (i.e. Spanish I before Spanish II)
<b>Class Rank</b>	The order of students in relation to classmates based upon numerical averages	<b>Registration Guide</b>	A booklet that explains graduation requirements, registration policies, and course descriptions to assist students and parents in the selection of courses
<b>Core Curriculum Course</b>	Basic courses required of all students for graduation A specific class	<b>Quarter</b>	One half of the semester or nine weeks of the school year
<b>Credit</b>	The value assigned to a course upon successful completion (also called unit)	<b>Registration</b>	The process of selecting courses for the next school year
<b>Curriculum</b>	A school’s course of study	<b>Required Course</b>	A course essential for graduation
<b>Dual Enrollment</b>	Enrollment in a high school class in which you may also earn college credits	<b>SAT</b>	An entrance exam which is required by some colleges and universities (Scholastic Aptitude Test)
<b>Elective Course</b>	A course a student chooses after selection of required courses.	<b>Semester</b>	One half of the school year on a seven period schedule
<b>GPA</b>	The averages of final grades (grade-point average)	<b>Sequential Course</b>	Courses required to be taken in a specific order (i.e. English I before English II)
<b>Honors Course</b>	A challenging curriculum requiring additional outside projects and/or readings	<b>Transcript</b>	A record of high school subjects, grades, test scores, and, attendance
<b>NCAA</b>	An association that regulates college athletic programs by establishing rules on eligibility, recruiting, and financial aid (National Collegiate Athletic Association)	<b>Unit</b>	The value assigned to a course upon successful completions (also called credit)

## GENERAL COURSE DESCRIPTIONS

### ART

#### VISUAL ART I – Course # 411

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

As the foundation course, Art I: Foundations of Studio Art is the prerequisite course for the comprehensive high school art program and fulfills the one credit Fine Arts graduation requirement. Studio problems are designed to build creative and critical thinking skills through practice in drawing, painting, printmaking, sculpture, crafts, and other art disciplines. As students gain knowledge of the ways artists find and interpret ideas, they develop an understanding and appreciation of the role of the artist in a culturally diverse world. *There is a \$20 supply fee if enrolled in this class. This course satisfies the Fine Arts requirement.*

#### VISUAL ART II – Course # 412

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: Visual Art I*

Art II builds on skills and techniques developed in Art I to develop further artistic skills. The course encourages independent study. Students should be talented in art and willing to experiment in new and different techniques and ideas. Exhibit of work in the school art show will be required. *There is a \$20 supply fee if enrolled in this class.*

#### VISUAL ART III/IV – Course # 420

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: Visual Art II*

Students wishing to take Art III/IV must complete Art II with a B average or better. This course is designed to prepare students for admission to a four-year college level visual arts program, where portfolio reviews are nearly always required. Students enrolling in Art III/IV will develop a unique and personal body of work, and prepare a portfolio for admission to selective college level visual arts programs and portfolio-based competitive scholarships. *There is a \$20 supply fee if enrolled in this class.*

#### COMMERCIAL DESIGN (Art II Level - Specialty) – Course # 413

**½ Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: Visual Art I*

A study of the commercial side of art from advertising to gallery sales based around the elements and principles of art. Exhibit of work in the school art show will be required. *There is a \$20 supply fee if enrolled in this class.*

#### 3D ART (Art III Level - Specialty) - Course # 415

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: Visual Art I*

This course is specifically designed to introduce students to the study and creation of three-dimensional art. A variety of mediums will be explored that will include Paper Mache wire sculpture, clay, assemblage and several other mediums. *There is a \$20 supply fee if enrolled in this class.*

**ADVANCED 3D ART – Course # 425**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Visual Art I and 3D Art***

This course is an extension of 3D Art and students are expected to have a good understanding of basic modeling techniques prior to enrollment. Advanced techniques will be explored as students are introduced to new mediums and building techniques. Course expectations include a mandatory student exhibit with a minimum of eight 3-D pieces. ***There is a \$20 supply fee if enrolled in this class.***

**MIXED MEDIA with PRINTMAKING (Art II - Specialty) - Course # 416**

**½ Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Visual Art I***

Mixed Media will explore painting techniques and other two and three-dimensional works requiring more than one medium. Stained glass mosaics, bookbinding, polymer clay and other media will be used. Printmaking will also encompass a variety of media such as linoleum block, embossing, monoprints, etching and others. Exhibit of work in the school art show is required. ***There is a \$20 supply fee if enrolled in this class.***

**ENGLISH – LANGUAGE ARTS**

**ENGLISH HONORS PROGRAM**

The English Department offers Pre-AP and AP level courses for each grade level of a student's high school career. These courses are designed to challenge students above and beyond the rigor provided in other English courses. The expectations for student progress and achievement in these courses are highly demanding. Acceptance in the program will be based on teacher and school recommendation. There will be required Summer Reading for both Pre-AP and AP.

**NINTH GRADE ENGLISH**

**ENGLISH I REGULAR – Course # 112**

**1 Credit: 9<sup>th</sup>**

This freshman course includes analyzing complex texts and thinking critically with a concentration on improving language, reading, and writing skills needed for success in high school. Students are also required to show proficiency on the End of Course Exam for English I.

**ENGLISH I PRE-AP – Course # 114**

**1 Credit: 9<sup>th</sup>**

This course provides a more in-depth approach to the skills and content covered in the English I course. A required summer reading list is supplied, with testing to be conducted early in the course.

**TENTH GRADE ENGLISH**

**ENGLISH II REGULAR – Course # 122**

**1 Credit: 10<sup>th</sup>**

This sophomore course continues the exploration of complex texts and critical thinking begun in English I. There is a continued focus on advancing language, reading, and writing skills, as well as the skills needed to effectively work both independently and collaboratively. Students are also required to show proficiency on the End of Course Exam for English II.

**ENGLISH II PRE-AP – Course # 124**

**1 Credit: 10<sup>th</sup>**

***Prerequisite: Students must have an A/B average in English I Pre-AP or a recommendation from their English I teacher.***

This honors course expands on the English II course curriculum and is designed to give college-bound students additional preparation for the demands of academic scholarship. Students must complete the summer reading assignment prior to the first day of school. Students will be tested over the summer reading assignment on the first full day of school. English II Pre-AP is a prerequisite for students wanting to take English III-AP.

**ELEVENTH GRADE ENGLISH**

**ENGLISH III REGULAR – Course # 132**

**1 Credit: 11<sup>th</sup>**

This junior course focuses on increasing proficiency with complex texts, critical thinking, and composition. The course is built around a study of foundational documents and fictional and informational texts drawn from American literature. There is also an emphasis on the skills addressed on the TCAP Writing Assessment and the ACT exam administered to students during the junior year. Students are also required to show proficiency on the End of Course Exam for English III.

**ENGLISH III HONORS – Course # 134**

**1 Credit: 11<sup>th</sup>**

***Prerequisite: Grade of B in English II Pre-AP or recommendation of 10th grade teacher.***

This honors course approaches the English III curriculum with a greater degree of challenge. There is a particular focus on college preparation and the application of academic scholarship. Students are also required to show proficiency on the End of Course Exam for English III. A required summer reading list is supplied, with testing to be conducted early in the course.

**ENGLISH III AP – Course # 135**

**1 Credit: 11<sup>th</sup>**

***Prerequisite: Grade of B in English II Pre-AP or recommendation of 10th grade teacher.***

A required summer reading list is supplied, with testing to be conducted early in the course. AP Language and Composition is equivalent to a first-year university course; therefore, it requires both a commitment to independent study and a strong work ethic. Students will be expected to read critically, think analytically, and communicate clearly in a wide variety of writing and speaking situations. Students enrolled in the course will be expected to take the AP Exam in May; passing the AP Exam will allow the student to earn college credit. (Exam costs approximately \$95.)

**“PREPARING FOR THE ACT, POSTSECONDARY, AND CAREER” –**

**Course # 6193**

**½ Credit: 11<sup>th</sup>, 12<sup>th</sup>**

This class is an elective course designed to assist students in (a) understanding what the ACT is, why it is important for their postsecondary readiness, and how to interpret their progress/results; (b) understanding how academic skills connect to career pathways and postsecondary opportunities; (c) **preparing for the ACT exam through instruction, practice, and familiarity with the structure and format of the ACT exam;** and (d) **identifying and using best practices for maximizing one's score** (e.g. “test tips”, strategies for dealing with test anxiety, benefits or retaking the exam). The course is designed to be delivered in modules with each focusing on a different component of the ACT. To maximize the benefit for the students, each quarter students will rotate to a different

subject area. Note: *By state law, all Tennessee students are expected to take a college entrance exam by high school graduation (during the spring of their junior year).*

## **TWELFTH-GRADE ENGLISH**

### **ENGLISH IV REGULAR – Course # 142**

**1 Credit: 12<sup>th</sup>**

This senior-level course is focused on application of close-reading, writing, and critical thinking skills in a project-based learning context. Students are required to apply previously acquired skills in a variety of contexts. Particular attention is given to helping students demonstrate mastery of skills needed for college and career readiness.

### **ENGLISH IV COMPOSITION – Course # 145**

**1 Credit: 12<sup>th</sup>**

*Prerequisites: Students who have attained at least a B average in English III Regular.*

The course is designed to prepare students not taking honors classes for freshman college English by emphasis on the various modes of composition to teach uses of the language, including vocabulary development, advanced sentence structure, and ACT preparation.

### **ENGLISH IV AP – Course # 3014**

**1 Credit: 12<sup>th</sup>**

The AP English Literature and Composition course aligns to an introductory college literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works ranging from the 16th century to the present. Students will be expected to read daily, keep analytical journals, compose essays in and outside of class, collaborate with peers in class projects, and engage in daily classroom discussion. Students are also expected to take the AP Literature and Composition exam in May. There is a testing fee associated with this class and students are required to procure their own copies of novels per the classroom syllabus. A summer assignment is also required upon entering this course. While the College Board encourages any interested and hard-working student to take advanced placement classes, teacher recommendation and a B+ average minimum in AP Language or its equivalent are encouraged.

### **CREATIVE WRITING – Course # 154**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

Creative writing will be an advanced course in writing for the students serious about improving writing skills in such areas as the short story, monologues, one-act plays, novellas, and more complex forms of poetry. **Creative Writing does not fulfill the general English requirement.**

### **FORENSICS – Course # 440**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

This course is an in-depth study of public speaking and oral interpretation of literature. Students will learn to prepare and present several types of individual speeches and acting scenes. They will also participate in group communication projects such as congressional debate and interpreters' theater. Students enrolled in this course will become part of the DCHS

Forensics Team. Students will be required to participate in at least two interscholastic contests each semester. Forensics competitions are held on Saturdays throughout the school year

## **“PREPARING FOR THE ACT, POSTSECONDARY, AND CAREER” –**

**Course # 6193**

**½ Credit: 11<sup>th</sup>, 12<sup>th</sup>**

This class is an elective course designed to assist students in (a) understanding what the ACT is, why it is important for their postsecondary readiness, and how to interpret their progress/results; (b) understanding how academic skills connect to career pathways and postsecondary opportunities; (c) **preparing for the ACT exam through instruction, practice, and familiarity with the structure and format of the ACT exam;** and (d) **identifying and using best practices for maximizing one's score** (e.g. “test tips”, strategies for dealing with test anxiety, benefits or retaking the exam). The course is designed to be delivered in modules with each focusing on a different component of the ACT. To maximize the benefit for the students, each quarter students will rotate to a different subject area. Note: *By state law, all Tennessee students are expected to take a college entrance exam by high school graduation (during the spring of their junior year).*

## **WORLD LANGUAGES**

### **FRENCH I PRE-AP - Course # 180**

**1 Credit: 9<sup>th</sup>**

This accelerated French I class is designed for highly motivated students wishing to take four (4) years of French in high school. Student data will be used in deciding the best students for this class.

### **FRENCH I - Course # 181**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

Throughout this course, listening and speaking skills and importance of proper pronunciation are emphasized, as well as introduction to reading and writing skills. Meaningful activities are designed to lead to a conscious control of the language system and an understanding of the French way of life, attitudes, and customs. Class participation and work outside of class are required.

### **FRENCH II - Course # 182**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

A brief, basic review of French I begins the continuation of listening and speaking skills in a more sophisticated context. French grammar is covered in more depth. Class participation and work outside of class are required. Reading and writing skills are more heavily emphasized.

### **FRENCH II PRE-AP - Course # 182AP**

**1 Credit: 10<sup>th</sup>**

*Prerequisite: A in French I Pre-AP or Teacher recommendation.*

This accelerated French II class is designed for highly motivated students wishing to take four (4) years of French in high school. Student data will be used in deciding the best students for this class.

### **FRENCH III PRE-AP - Course # 183**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: A or B in French II Pre-AP*

This accelerated French I class is designed for highly motivated students wishing to take four (4) years of French in high school. Student data will be used in deciding the best students for this class.



### **FRENCH IV AP – Course # 3045**

**1 Credit: 12<sup>th</sup>**

***Prerequisite: A or B in French III Pre-AP***

French AP is designed for the highly motivated student. Emphasis will be put on all forms of communication. A higher level of vocabulary and grammar will be taught. Culture is continued. Those who wish to take the AP Exam in the spring will be encouraged to do so. **Students are expected to take the AP Exam which costs approx. \$95.**

### **SPANISH I PRE-AP – Course # 170**

**1 Credit: 9<sup>th</sup>**

This accelerated Spanish I class is designed only for highly motivated students wishing to take four (4) years of Spanish in high school. Student data will be used in determining the best students for this course.

### **SPANISH I – Course # 171**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

In Spanish I, emphasis is placed on pronunciation, vocabulary, listening comprehension, logic of the language, speaking, reading, writing, grammar, and Hispanic culture. Much drill and practice are offered the student in class through the use of audio-lingual and audio-visual materials.

### **SPANISH II – Course # 172**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

Spanish II intensifies pronunciation, vocabulary, comprehension, logic of the language, speaking, reading, writing, grammar, and Hispanic culture. Students increase their vocabulary. This goal is achieved by much drill and practice in class through the use of audio-lingual and audio-visual materials. Culture study is enhanced through individual projects.

### **SPANISH II PRE-AP – Course # 172AP**

**1 Credit: 10<sup>th</sup>**

***Prerequisite: Grade of A in Spanish I Pre-AP or Teacher recommendation.***

Spanish II Pre-AP intensifies pronunciation, vocabulary, comprehension, logic of the language, speaking, reading, writing, grammar, and Hispanic culture. Students increase their vocabulary. This goal is achieved by much drill and practice in class through the use of audio-lingual and audio-visual materials. Culture study is enhanced through individual projects.

### **SPANISH III PRE-AP – Course # 173**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: A or B in Spanish II Pre-AP***

Spanish III is a continuation of study and use of the language as a means of communication. The subjunctive is taught to provide fluency in the language. Spanish III is designed for those students who wish to polish fine points of grammar, build vocabulary, and increase fluency. Culture of the Spanish speaking countries is continued with collaborative projects in the target language.

### **SPANISH IV AP – Course # 3025**

**1 Credit: 12<sup>th</sup>**

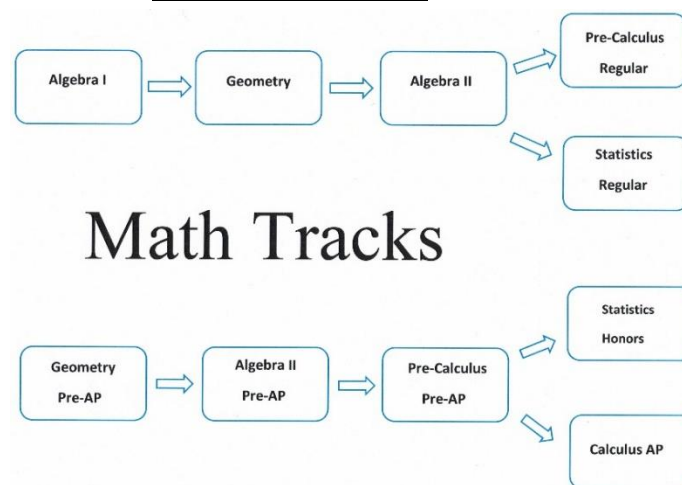
***Prerequisite: A or B in Spanish III Pre-AP***

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies and cultural awareness. This course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught

almost exclusively in Spanish. This course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). **Students are expected to take the AP Exam which costs approx. \$95.**

<http://Media.collegeboard.com/digitalservices/pdf/ap/ap-course-overviews/ap-spanish-language-and-culture-course-overview.pdf>

## **MATHEMATICS**



## Math Tracks

### **ALGEBRA I – Course # 214**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Algebra I emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial, rational, and exponential functions with domains in the integers. Students explore the structures of and interpret functions and other mathematical models. Student build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically.

### **ALGEBRA II – Course # 215**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Algebra I and Geometry***

Algebra II emphasizes polynomial, rational and exponential expressions, equations, and functions. This course also introduces students to the complex number system, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically.

### **ALGEBRA II PRE-AP – Course # 216**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

***Prerequisite: Algebra I and Geometry Pre-AP with at least a B average***  
This course provides an in-depth study of Algebra II concepts and a solid foundation for Pre-Calculus. *It is STRONGLY recommended that you have taken Geometry Pre-AP before taking Algebra II Pre-AP.* **This class includes projects, research, and the use of technology.**

### **GEOMETRY – Course # 217**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Algebra I***

Geometry emphasizes similarity, right triangle trigonometry, congruence, and modeling geometry concepts in real life situations. Similarity and



congruence will be developed using transformations. Students build upon previous knowledge of similarity, congruence and triangles to prove theorems and reason mathematically. This course also introduces students to geometric constructions and circles. Students show a progression of mastery and understanding of the use and application of surface area & volume.

### **GEOMETRY PRE-AP – Course # 219**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

*Prerequisite: Algebra I with at least a B average.*

This course provides an in-depth study of Geometry concepts & helps prepare students for Algebra II Pre-AP. **This class includes projects, research, & the use of technology.**

### **PRECALCULUS REGULAR – Course # 224**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: Algebra II*

Precalculus is designed to prepare students for college level courses. Students extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations. Topics for student mastery include vectors and matrix quantities, sequences and series, parametric equations, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data. *College credit for College Algebra through Austin Peay State University dual enrollment program may be available.*

### **PRE-CALCULUS Pre-AP – Course # 225DE**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: Algebra II Pre-AP or 26 or higher on ACT math.*

Precalculus is college preparatory course designed to prepare students for college level STEM focused courses. Students extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations. Topics for student mastery include vectors and matrix quantities, sequences and series, parametric equations, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data. *College credit for Precalculus through Nashville State Community College dual enrollment program may be available.* Visit [www.nsc.edu/admissions/high-school-programs](http://www.nsc.edu/admissions/high-school-programs) for additional guidelines and information. **This class includes projects, research, and the use of technology.**

### **CALCULUS AP – Course # 232**

**1 Credit: 12<sup>th</sup>**

*Prerequisite: Pre-Calculus Pre-AP*

Calculus is designed for students interested in STEM-based careers and builds on the concepts studied in Precalculus. Calculus is the study of limits, the derivative as a rate of change, integration, and applications of integration. Students must take the AP Calculus Exam or Dual Enrollment. *College credit for Calculus through Nashville State Community College dual enrollment program may be available.* Visit [www.nsc.edu/admissions/high-school-programs](http://www.nsc.edu/admissions/high-school-programs) for additional guidelines and information. **This class includes projects, research, and the use of technology.**

### **STATISTICS REGULAR – Course # 223**

**1 Credit: 12<sup>th</sup>**

*Prerequisite: Algebra II*

Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major themes in Statistics include: interpreting categorical and quantitative data,

conditional probability, and other rules of probability, using probability to make decisions, making inferences and justifying conclusions, and hypothesis testing.

### **STATISTICS HONORS – Course # 222DE**

**1 Credit: 12<sup>th</sup>**

*Prerequisite: A or B in Algebra II or Algebra II Pre-AP. Dual credit requires 3.0 GPA.*

An introduction to basic concepts and formulas for both descriptive and inferential statistics. Topics include the nature of data, uses and abuses of statistics, methods of sampling, summarizing data, pictures of data, counting techniques, measures of central tendency, measures of variation, measures of position, understanding probability, binomial and normal distributions, central limit theorem, confidence intervals, fundamentals of hypothesis testing for both one and two samples, ANOVA, linear regression, and a brief introduction to nonparametric statistics. This course is particularly helpful for elementary school majors and for students who plan to major in nursing or other medical fields. *College credit for Statistics through Nashville State Community College dual enrollment program may be available.* Visit [www.nsc.edu/admissions/high-school-programs](http://www.nsc.edu/admissions/high-school-programs) for additional guidelines and information. **This class includes projects, research, and the use of technology.**

### **BRIDGE MATH – Course # 234**

**1 Credit: 12<sup>th</sup>**

*Prerequisite: Algebra II or by teacher recommendation and required ACT score.*

This course is designed for students who scored below a 19 on the math portion of the ACT. Bridge Math is a course intended to build upon concepts taught in previous courses to allow student to gain a deeper knowledge of the real and complex number systems as well as the structure, use, and application of equations, expressions, and functions. Functions emphasized include linear, quadratic, and polynomial. Students continue mastery of geometric concepts such as similarity, congruence, right triangles, and circles. Students use categorical and quantitative data to model real life situations and rules of probability to compute probabilities of compound events. This course is aligned to the outcomes for the Developmental Math Program that these students would have to take upon entering college and students completing the course would satisfy those requirements.

### **BRIDGE MATH SAILS – Course # 234S**

**1 Credit: 12<sup>th</sup>**

*ACT Score determine placement in this class.*

This course is recommended for students who score 17 or 18 on the math portion of the ACT during their junior year in high school. They are eligible to take SAILS (Seamless Alignment and Integrated Learning Support) in lieu of the conventional Bridge math course. When students complete the SAILS course, they earn their 4<sup>th</sup> year HS Bridge Math credit as well as eliminate their need for developmental math in college. HS seniors who complete this online program are ready to take college-level math without having to retake the ACT or Accuplacer Test.

### **“PREPARING FOR THE ACT, POSTSECONDARY, AND CAREER” –**

**Course # 6193**

**½ Credit: 11<sup>th</sup>, 12<sup>th</sup>**

This class is an elective course designed to assist students in (a) understanding what the ACT is, why it is important for their postsecondary readiness, and how to interpret their progress/results; (b) understanding how academic skills connect to career pathways and postsecondary opportunities; (c) **preparing for the ACT exam through instruction, practice, and familiarity with the structure and format of the ACT exam;** and (d) **identifying and using best practices for maximizing one’s score** (e.g. “test tips”, strategies for dealing with test anxiety, benefits or retaking the exam). The course is designed to be delivered in modules with

each focusing on a different component of the ACT. To maximize the benefit for the students, each quarter students will rotate to a different subject area. Note: *By state law, all Tennessee students are expected to take a college entrance exam by high school graduation (during the spring of their junior year).*

## **SCIENCE**

### **PHYSICAL SCIENCE – Course # 251**

**1 Credit: 9<sup>th</sup>**

Physical Science is a *laboratory science course* that explores the relationship between matter and energy. Students investigate physical science concepts through an inquiry-based approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in the context of the content standards for Energy, Matter, Motion, and Forces. Emphasis will be placed on preparation for Chemistry.

### **AGRISCIENCE - Course # 551**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Agriscience consists of standards that prepare students for biology, subsequent science courses and post-secondary pursuits. The content area includes ecology, biological processes, sexual and asexual reproduction and a study of the chemical and physical laws that govern life processes. This course helps students understand the important role agricultural science serves as industry moves into the 21st century. (Counts as a science credit.)

### **BIOLOGY I PRE-AP – Course # 264**

**1 Credit: 9<sup>th</sup>**

This course covers the topics of cells and cell processes, genetics, interactions, diversity, taxonomy, ecology, biological evolution and biotechnology. The class moves at a faster pace and is more in depth than Regular Biology I. Students are expected to be self-motivated and to achieve a level of mastery of the subject material. Special emphasis is placed on problem solving and student participation. **A science fair project or a research paper is required.**

### **BIOLOGY I – Course # 262**

**1 Credit: 11<sup>th</sup>**

Biology I is a course that introduces students to the study of living things at various levels of organization. Students will explore basic life processes. Topics covered are cells and cell processes, genetics, interactions, diversity, taxonomy, ecology, biological evolution and biotechnology. Biology I should provide students with the knowledge to make informed decisions about their bodies, their health and their world.

### **BIOLOGY II – Course # 276**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisites: Biology AND Chemistry***

Biology II is designed to bridge the gap between high school and college biology. The course is a continuation of biology with added emphasis on vertebrate dissection and plant/animal physiology. Labs will be carried out to reinforce the lecture material. Individual research projects will be encouraged.

### **BIOLOGY AP - Course # 278**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisites: Biology I Pre-AP and Chemistry I Pre-AP***

This course is structured around the four big ideas and the enduring understandings identified in the Curriculum Framework. All essential knowledge will be taught and all learning objectives will be addressed through this curriculum. The course will focus on inquiry-based laboratory work and the use of the seven science practices in both lab and non-lab

activities. **The four Big ideas are: Big idea 1:** The process of evolution drives the diversity and unity of life. **Big idea 2:** Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. **Big idea 3:** Living systems store, retrieve, transmit and respond to information essential to life processes. **Big idea 4:** Biological systems interact, and these systems and their interactions possess complex properties. **Students are expected to take the AP Exam which costs approx. \$95.**

### **EARTH SCIENCE – Course # 252**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***This course satisfies a STEM requirement.***

This course is designed as a regular-level science course that can be taken by students wanting to fulfill their high school science requirement. It is divided into studies of the Earth and of the universe around it, which includes geology, oceanography, meteorology, astronomy, and environmental science. The course level is the same as Regular Biology. This course is not designed for college-bound students.

### **CHEMISTRY I – Course # 271**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

***Prerequisites: Algebra I & Physical Science (Prerequisite of Physical Science may***

***be waived for students with a 1st Semester average of 86% or greater in Algebra I.)***

This course is designed for students who realize that some knowledge of chemistry is vital to the consumer in our technological society. It attempts to familiarize the student with general chemical principles (such as those dealing with the re-activities of the elements and the general properties of solids, liquids, and gases) in an easier and slower fashion than Honors Chemistry. Problem solving, and reasoning skills are still emphasized, and a good working knowledge of fundamental algebra is essential. Laboratory work will develop observation and interpretation skills.

### **CHEMISTRY 1 PRE-AP – Course # 272**

**1 Credit: 10<sup>th</sup>**

***Prerequisites: Biology I Pre-AP & Algebra I with a 1st semester average of 93% or greater.***

This course is designed for students who are interested in science or health field careers. Since it emphasizes higher-order thinking skills, it also provides excellent preparation for most college work. A challenging course, it provides a general survey of chemistry with emphasis on problem-solving and reasoning skills. The re-activities of elements will be explored as well as the general properties of solids, liquids, and gases. Laboratory work will be provided for development of technique, observational ability, and interpretation. A working knowledge of algebra is essential. A project or paper is required to earn Honors points.

### **CHEMISTRY II HONORS – Course # 273**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: A or B in Chemistry I Pre-AP OR an A average in Regular Chemistry I. Recommended pre-requisites: Algebra II.***

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

**HUMAN ANATOMY AND PHYSIOLOGY – Course # 612**  
**(FOR NON-HEALTH SCIENCE PROGRAMS OF STUDY/FOCUS AREAS)**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Recommended prerequisite: Chemistry I (May be concurrent.)***

Human Anatomy and Physiology is a *laboratory science course* that includes an in-depth study of the body systems that maintain homeostasis from anatomical, physiological, and histological perspectives. Students explore anatomical and physiological concepts through an inquiry-based approach. Embedded standards for Inquiry and Technology & Engineering are taught in the context of the content standards for Anatomical Orientation, Protection, Support, and Movement, Integration and Regulation, Transportation, Absorption and Excretion, and Reproduction, Growth, and Development. **Note: Materials necessary to do dissections are expensive. Therefore, the class fee for this course is \$25.00.**

**ENVIRONMENTAL SCIENCE AP – Course # 254**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Recommended Prerequisite: Students should have completed two years of high school laboratory science — one year of life science and one year of physical science (for ex., a year of biology and a year of chemistry). Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra.***

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. AP Environmental Science is a lab/field investigation intensive course. The class will also participate in a community environmental improvement project. Some of the field investigations and the class project will require work outside of school hours. Students are expected to take the AP exam which costs approximately \$95.

**PHYSICS HONORS – Course # 281**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Recommended prerequisites: Physical Science; Algebra II or Pre-Calculus***

Physics is a laboratory science course that examines the relationship between matter and energy and how they interact. This course will have a strong emphasis in the mathematics of physics. Students explore physics concepts through an inquiry approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in the context of the content standards for Mechanics, Thermodynamics, Waves and Sound, Light and Optics, Electricity and Magnetism and Atomic & Nuclear Science

**“PREPARING FOR THE ACT, POSTSECONDARY, AND CAREER” –**  
**Course # 6193**

**½ Credit: 11<sup>th</sup>, 12<sup>th</sup>**

This class is an elective course designed to assist students in (a) understanding what the ACT is, why it is important for their postsecondary readiness, and how to interpret their progress/results; (b) understanding how academic skills connect to career pathways and postsecondary opportunities; (c) **preparing for the ACT exam through instruction, practice, and familiarity with the structure and format of the ACT exam**; and (d) **identifying and using best practices for maximizing one’s score** (e.g. “test tips”, strategies for dealing with test anxiety, benefits or retaking the exam). The course is designed to be delivered in modules with

each focusing on a different component of the ACT. To maximize the benefit for the students, each quarter students will rotate to a different subject area. **Note:** *By state law, all Tennessee students are expected to take a college entrance exam by high school graduation (during the spring of their junior year).*

**SOCIAL STUDIES**

**SERVICE LEARNING: YOUTH LEADERSHIP – Course # 305**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

Placement in this course is determined by the Youth Leadership Committee. Students who register for this course **must** list an alternative. The course content includes guest speakers, case studies, and trips to local businesses and government offices. Analysis and discussion are emphasized through study of the Dickson County community.

**WORLD HISTORY & GEOGRAPHY – Course # 302**

**The Industrial Revolution to the Contemporary World**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

The Industrial Revolution to the Contemporary World is a survey course that stretches from 1750 to the present. The student will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. Themes and content that will be explored include Nationalism, the Industrial Revolution, Imperialism, WWI, WWII, the Great Depression, the Cold War, Russian and Chinese Revolutions, and persistent political, ethnic and religious conflicts. Embedded in the course, students will examine geographic themes that have shaped World History in the modern era and a heavy emphasis on writing, primary and informational sources and literacy. **This course IS a social studies credit satisfying graduation requirements. All 9th graders take World History. Upperclassmen wishing a credit in World History may be able to take this course through our eLab program. See your counselor for more information.**

**WORLD HISTORY PRE-AP – Course # 302AP**

**1 Credit: 9<sup>th</sup>**

***Co-requisite: English I Pre-AP***

The World History Pre-AP course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. **This course IS a social studies credit satisfying graduation requirements. Students who take this course should be highly literate, highly motivated and willing to engage in the summer reading.**

**PERSONAL FINANCE – Course # 335**

**½ Credit: 12<sup>th</sup>**

This course is designed to help students understand the importance of individual choices on career and salary potential. Real world topics covered will include income, money management, spending and credit, as well as

saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. **This course IS a graduation requirement for all students, unless you will have three (3) credits in JROTC (if JROTC is not your focus area).**

#### **CONTEMPORARY ISSUES – Course # 304**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

This course involves the student in a study of social, economic, political, cultural, and environmental questions and concerns in the United States and the world. At the conclusion of the course students will understand and be able to make decisions about various issues that affect their lives.

#### **U.S. GOVERNMENT & CIVICS – Course # 321**

**½ Credit: 11<sup>th</sup>**

United States Government provides a study of state and local governmental institutions as well as a thorough study of our national government. Emphasis is on the underlying principles, the processes involved, and the powers and people that comprise the three branches of government. Great stress is placed on the current political situation, events, and issues. Also, the historical background that has led us to where we are as a nation is examined. JROTC III will substitute for Government UNLESS JROTC is used as the student focus area.

#### **US GOVERNMENT AP – Course # 325**

**½ Credit: 11<sup>th</sup>**

*Prerequisite: Must have 3.5 GPA.*

An AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. **This course is taught in the spring semester only. (Students are expected to take the AP Exam which costs approximately \$95.)**

#### **ECONOMICS – Course # 323**

**½ Credit: 11<sup>th</sup>**

This course is a study of the market economy and the modified 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, labor, government intervention, problems of scarcity, and international economics are some of the topics covered.

#### **ECONOMICS HONORS – Course # 324**

**½ Credit: 11<sup>th</sup>**

*Prerequisite: Must have 3.0 GPA*

This course is geared toward those desiring a more challenging study of economic principles and for students interested in a career in the social studies. The same fundamental concepts will be covered as in the regular course but with less emphasis on consumer economics and more emphasis on expanding skills used in college courses. Students will work beyond the classroom analyzing case studies of economic situations and keeping portfolios of current issues, interviews, and surveys.

#### **U.S. HISTORY & GEOGRAPHY – Course # 312**

**1 Credit: 12<sup>th</sup>**

This course will study the history of the United States Reconstruction to the present. Students will utilize different methods that historians use to interpret the past, including points of view and historical context. This will allow students to have a better understanding of how the past affects the present and how current decisions affect the future.

#### **U.S. HISTORY & GEOGRAPHY HONORS – Course # 313**

**1 Credit: 12<sup>th</sup>**

This course is open to juniors desiring a more demanding and in-depth treatment of the survey in United States history. The basic topic format is identical to that of the regular United States history course, but there are significant differences. A research paper is a course requirement. Testing is geared toward discussion questions and application and interpretation of factual material. Basically, the honors course is designed to be a more challenging approach to the story of United States historical development. Honors US History is taught in the style of a college class and is conducted in a lecture/discussion format. A research paper, frequent essays, and outside readings may be required.

#### **U. S. HISTORY & GEOGRAPHY AP – Course # 314**

**1 Credit: 12<sup>th</sup>**

*Prerequisite: Must have a 3.5 GPA*

AP US History is taught in the style of a college class and is conducted in a lecture/discussion format. A research paper, frequent essays, and outside readings may be required. Students are expected to take the AP exam which costs approximately \$95.

#### **PSYCHOLOGY – Course # 331**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

*This course satisfies a Humanities requirement.*

Psychology is a course taught from a personal adjustment approach. Topics include personality, emotions, motivation, frustration, coping with stress, psychological disturbances, growth and development, influences on behavior and ways to improve self-image. Student will gain a better understanding of themselves, learn more about adjusting to life and improving problem solving skills.

#### **SOCIOLOGY – Course # 332**

**½ Credit: 11<sup>th</sup>, 12<sup>th</sup>**

Sociology provides a survey of the basic principles of human relationships - the ways in which people relate to one another and influence each other's behavior. Other topics include basic customs, the family, culture of other countries, religions, deviant behavior, and social controls. Emphasis will be given to the connection between the larger social world and personal lives. ***This course MAY be taught online.***

### **Other Courses**

#### **CAREER EXPLORATIONS – Fall - Course # 625F**

**½ Credit: 9<sup>th</sup>**

Career Exploration is an introductory course designed to assist students in (a) discovering their personal strengths and abilities, (b) understanding opportunities available to them in different career areas, and (c) practicing skills necessary to excel in the workforce and in postsecondary learning. A student proficient in this course will know and exhibit soft skills (e.g. teamwork, creative thinking, and problem solving), as well as more technical skills (e.g. resume building and written communications) related

to career exploration and experience. Students will also learn about and be exposed to existing CTE pathways and elective focus options within a high school setting and will learn how to successfully transition into a district recognized career academy or program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.

### **CAREER EXPLORATIONS – Spring - Course # 625S**

**½ Credit: 9<sup>th</sup>**

Career Exploration is an introductory course designed to assist students in (a) discovering their personal strengths and abilities, (b) understanding opportunities available to them in different career areas, and (c) practicing skills necessary to excel in the workforce and in postsecondary learning. A student proficient in this course will know and exhibit soft skills (e.g. teamwork, creative thinking, and problem solving), as well as more technical skills (e.g. resume building and written communications) related to career exploration and experience. Students will also learn about and be exposed to existing CTE pathways and elective focus options within a high school setting and will learn how to successfully transition into a district recognized career academy or program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.

### **YEARBOOK – Course # 153**

**1 credit: 9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup>**

*This course satisfies a Humanities requirement.*

Yearbook is an elective course that gives students marketable experience in print media publishing. This course solely works toward the completion and selling of a large finished product, Dickson County High School's yearbook. Yearbook class is different from normal classes in high school in that it is a real business maintaining an account that must balance-out at the end of the school year. In class, students compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. Students work on many clerical operations, make announcements, maintain signs, conduct student polls, take photos, and write articles. The course in turn covers many of the content standards and objectives encountered in English courses, as does it also for objectives of art, business, and computer technology courses. Because Yearbook is a monetary business, students must cooperatively work with others, must be hardworking, and be eager to be creative. Out of class and after school, students will shoot digital photos, sell and design advertising, and distribute yearbook order forms. Students are responsible for the proper care and handling of all equipment used in the course. Pairs or groups of students should expect to spend some of their time before and after school as well working on computerized yearbook pages. This course also examines legal and ethical issues of media law and copyright. Help capture the moments of your high school career while learning marketable skills for the workplace!

### **“PREPARING FOR THE ACT, POSTSECONDARY, AND CAREER” –**

**Course # 6193**

**½ Credit: 11<sup>th</sup>, 12<sup>th</sup>**

This class is an elective course designed to assist students in (a) understanding what the ACT is, why it is important for their postsecondary readiness, and how to interpret their progress/results; (b) understanding how academic skills connect to career pathways and postsecondary opportunities; (c) **preparing for the ACT exam through instruction, practice, and familiarity with the structure and format of the ACT exam**; and (d) **identifying and using best practices for maximizing one's score** (e.g. “test tips”, strategies for dealing with test anxiety, benefits or retaking the exam). The course is designed to be delivered in modules with each focusing on a different component of the ACT. To maximize the

benefit for the students, each quarter students will rotate to a different subject area. Note: *By state law, all Tennessee students are expected to take a college entrance exam by high school graduation (during the spring of their junior year).*

## **MUSIC**

Students who have never been in a choral group should sign up for Chorus (#487). After auditions, students will be placed in the appropriate group. Students that are currently in a choral group, please sign up for the group you are currently in. These courses satisfy the fine arts requirement. **ADDITIONAL FEES ARE ASSOCIATED WITH CHORAL CLASSES** (dress rentals, cleaning, etc). *These fees are required if chosen for a choral group.*

### **CHORUS - Course # 487**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

Students who have never been in a choral group should sign up for this course. **ADDITIONAL FEES ARE ASSOCIATED WITH CHORAL CLASSES** (dress rentals, cleaning, etc). *These fees are required if chosen for a choral group. This course satisfies the fine arts requirement.*

### **WOMEN'S ENSEMBLE - Course # 483**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

Students currently in Women's Ensemble, should sign up for this course. **ADDITIONAL FEES ARE ASSOCIATED WITH CHORAL CLASSES** (dress rentals, cleaning, etc). *These fees are required if chosen for a choral group. This course satisfies the fine arts requirement.*

### **CONCERT CHOIR - Course # 485**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

Students currently in Concert Choir, should sign up for this course. **ADDITIONAL FEES ARE ASSOCIATED WITH CHORAL CLASSES** (dress rentals, cleaning, etc). *These fees are required if chosen for a choral group. This course satisfies the fine arts requirement.*

### **WIND ENSEMBLE (BAND) - Course # 492**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: The student will be placed in the course by recommendation of the director.*

*This course satisfies the fine arts requirement.*

### **PERCUSSION BAND – Course # 493**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: The student will be placed in the course by recommendation of the director.*

The purpose of this course is to provide musical enrichment for students. The band will study literature from all eras and provide opportunities for students to improve skills necessary to perform in the symphonic band. The band will perform at festivals, public concerts, and other events requiring instrumental ensembles. Members of this group also participate in marching band. *Fees will be charged for summer band camp, symphonic band camp, and trips. This course satisfies the fine arts requirement.*

### **GENERAL MUSIC – Course # 472**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

General Music is designed for the student who has always wanted to learn to read music but has not had the opportunity to do so. The course will cover basic musical terms, music notation and a brief introduction to the history of music. Students will have a chance to apply the knowledge to the piano. *This course satisfies the fine arts requirement.*

**SYMPHONIC BAND – Course # 491**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

The purpose of this course is to provide musical enrichment for students. The band will study literature from all eras and provide advanced students with the skills necessary to perform at the college level. The band will perform at festivals, public concerts, and other events requiring instrumental ensembles. Members of this group also participate in marching band. Fees will be charged for summer band camp, symphonic band camp, and trips. *This course satisfies the fine arts requirement.*

**THEATRE ARTS**

**THEATRE ARTS I – Course # 461**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

Theatre Arts I is a beginning drama course designed to help students develop acting skills by participating in theatre warm ups, improvisation, scenes, monologues, and productions. We will also learn about the origins of drama, study significant plays and playwrights, write original scenes, and practice voice, movement, and characterization. *This course satisfies the Fine Art requirement.*

**ADVANCED THEATRE ARTS – Course # 462**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: Theatre I and an audition. This course satisfies the Fine Art requirement.*

The continuation of Theatre I emphasizes characterization, blocking, make-up, costuming, and the one-act play. The purpose of this year long course is to give the student an increased appreciation of theatre and additional experience in theater as an art form. They will read, write, and evaluate plays as well as view and critique electronic and live performances. History, culture, and technology will be examined, and career opportunities will be explored. Through creating theater, students will grow in their ability to comprehend the world and to communicate with others.

**PHYSICAL EDUCATION, WELLNESS AND STRENGTH & CONDITIONING**

**LIFETIME WELLNESS – Course # 501**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Lifetime Wellness is a holistic approach to health and lifetime physical activities in Tennessee high schools. This approach to total wellness encompasses the physical, mental, social, and emotional well-being of the individual. **Students will be required to dress out during this class. This course is required for all 9th graders unless you substitute two (2) years of Jr. ROTC.**

*Note: Students may take ONE credit (2 courses - 1/2 credit each) of PE each year. The credits do not have to be in the same class.*

**AEROBICS – Fall – Course # 516F**

**1/2 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

The purpose of this course is to develop cardiovascular conditioning through aerobic dance and exercise. **Students will be required to dress out during this class.**

**AEROBICS - Spring – Course # 516S**

**1/2 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

The purpose of this course is to develop cardiovascular conditioning through aerobic dance and exercise. **Students will be required to dress out during this class.**

**LIFETIME SPORTS – Fall – Course # 517F**

**1/2 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

This course is designed to meet the needs of all students who would like to explore lifetime sports and activities. Activities to be offered will have carry over value affording people the opportunity for lifetime physical well-being. Some of the activities included will be basketball, kickball, whiffle ball, tennis badminton, volleyball, ping pong, corn hole, flag football, soccer, ultimate Frisbee, shuffleboard, four square and walking for fitness. **Students will be required to dress out during this class.**

**LIFETIME SPORTS – Spring – Course # 517S**

**1/2 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

This course is designed to meet the needs of all students who would like to explore lifetime sports and activities. Activities to be offered will have carry over value affording people the opportunity for lifetime physical well-being. Some of the activities included will be basketball, kickball, whiffle ball, tennis badminton, volleyball, ping pong, corn hole, flag football, soccer, ultimate Frisbee, shuffleboard, four square and walking for fitness. **Students will be required to dress out during this class.**

**FITNESS - Fall – Course # 518F**

**1/2 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. **Students will be required to dress out during this class.**

**FITNESS – Spring – Course # 518S**

**1/2 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. **Students will be required to dress out during this class.**

**WEIGHT TRAINING – Fall – Course # 514F**

**1/2 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

This course teaches basic weight lifting and safety techniques. **Students will be required to dress out during this class.**

**WEIGHT TRAINING – Spring – Course # 514S**

**1/2 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

This course teaches basic weight lifting and safety techniques. **Students will be required to dress out during this class.**

**STRENGTH & CONDITIONING - 9<sup>th</sup> Grade Football – Course # 5149**

**1 Credit: 9<sup>th</sup>**

This course is designed for all 9<sup>th</sup> grade football players. A specific weight lifting and individual conditioning program will be provided for each athlete. Strength & Conditioning classes are only available to students participating in JV or Varsity school athletic programs. **Students will be required to dress out during this class.**

**STRENGTH & CONDITIONING - Fall Football – Course # 514S1**

**1/2 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

This course is designed for all 10<sup>th</sup>, 11<sup>th</sup> & 12<sup>th</sup> grade football players. A specific weight lifting and individual conditioning program will be provided for each athlete. Strength & Conditioning classes are only available to students participating in JV or Varsity school athletic programs. **Students will be required to dress out during this class.**

**STRENGTH & CONDITIONING – Spring Football – Course # 514S2**

**½ Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

This course is designed for all 10<sup>th</sup>, 11<sup>th</sup> & 12<sup>th</sup> grade football players. A specific weight lifting and individual conditioning program will be provided for each athlete. Strength & Conditioning classes are only available to students participating in JV or Varsity school athletic programs. **Students will be required to dress out during this class.**

**STRENGTH & CONDITIONING – Boys' Basketball – Course # 514BB**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

This course includes the development of team play and execution of game-like situations. Strength & Conditioning classes are only available to students participating in JV or Varsity school athletic programs. **Students will be required to dress out during this class.**

**STRENGTH & CONDITIONING – Girls' Basketball – Course # 514GB**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

This course includes the development of team play and execution of game-like situations. Strength & Conditioning classes are only available to students participating in JV or Varsity school athletic programs. **Students will be required to dress out during this class.**

**STRENGTH & CONDITIONING – All Other Sports – Course # 514ATH**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

A specific weight lifting and individual conditioning program will be provided for each athlete. Strength & Conditioning classes are only available to students participating in JV or Varsity school athletic programs. **Students will be required to dress out during this class.**

**JROTC COURSE DESCRIPTIONS**

*The DCHS Junior Reserve Officer Training Corps (JROTC) is:  
A Character and Leadership Development Program*

**Curriculum focus:**

Citizenship	Language Arts Self-Regulation
Physical Fitness	Public Speaking
Leadership Skills	Civics
Thinking and Reasoning	Health
Economics	Life Skills
Geography	Life Work
Working with Others	U.S. History

**JROTC Enrollment Requirements**

Enrollment in this program is voluntary. Students/perspective cadets must be enrolled in and attending DCHS as a full-time student. Once enrolled, Cadets must maintain an acceptable standard of academic achievement and standing as required by the JROTC Department and DCHS. Cadets must also maintain an acceptable standard of conduct, comply with the JROTC grooming standards and be physically capable to participate in the physical education program. Cadets must agree to wear the Army JROTC uniform one school day per week.

**JROTC Leadership and Education I (LET 1) – Course # 509**

**1 Credit: Level 1 – 1<sup>st</sup> Year**

LET 1 is the entry-level course of the Junior Reserve Officer Training Corps Program and teaches Cadets the value of citizenship, leadership service to the community, personal responsibility and a sense of accomplishment while instilling in them self-esteem, teamwork, and self-

discipline. The program promotes graduation from high school by providing curriculum, Leadership and Education Training (LET), and rewarding opportunities that benefit the student, community and the nation both in the present and the future. LET 1 Cadets can expect to assume entry-level leadership positions in DCHS's Corps of Cadets. JROTC will not be a focus area starting with the graduating class of 2021.

**JROTC Leadership and Education II (LET 2) - Course # 510**

**1 Credit: Level 2 – 2<sup>nd</sup> Year**

*Prerequisite: Successful completion of LET Level 1*

LET 2 of the Junior Reserve Officer Training Corps Program broadens a Cadet's knowledge and understanding of citizenship, leadership, service to the Community, and personal responsibility. The curriculum expands beyond the LET 2 focus areas and includes, Health/Lifestyle Awareness, First Aid, Drug Awareness, Map Reading/Orienteering, Geography, Environmental Awareness, Citizenship Skills, and the History and Operations of the U.S. Government. LET 2 Cadets continue to build self-esteem, teamwork, and self-discipline and work to assume greater positions of responsibility as leaders in DCHS's Corps of Cadets. JROTC will not be a focus area starting with the graduating class of 2021.

**JROTC Leadership and Education III (LET 3) – Course # 511**

**1 Credit: Level 3 – 3<sup>rd</sup> Year**

*Prerequisites: Successful completion of LET 1 and LET 2*

LET 3 of the Junior Reserve Officer Training Corps sharpens a Cadet's knowledge and understanding of leadership principles, planning, goal-setting, and leadership strategies, as well as decision making and problem-solving skills. LET 3 Cadets develop stronger writing and presentation skills, conflict management skills and begin exploring time management, career planning and financial planning strategies. LET 3 Cadets continue to develop as leaders, both physically and mentally and work to assume greater positions of responsibility as leaders in DCHS's Corps of Cadets. JROTC will not be a focus area starting with the graduating class of 2021.

**JROTC Leadership and Education IV (LET 4) – Course # 512**

**1 Credit: Level 4 – 4<sup>th</sup> Year**

*Prerequisites: Successful completion of LET 1, LET 2 and LET 3*

LET 4 of the Junior Reserve Officer Training Corps Program is the capstone level of a Cadet's high school JROTC leadership and education. Cadets further expand their knowledge and understanding of leadership, leadership strategies and principles, and work to enhance their decision making and problem solving skills. LET 4 Cadets receive additional instruction in Financial Planning and develop skills in teaching and delivering instructions, to include lesson plans, presentations, and the use of Thinking Maps and Graphic Organizers. LET 4 Cadets, having benefited from 3 years of experience in the JROTC Program; usually assume the top leadership positions in the DCHS Corps of Cadets. Throughout the LET 4 year, Cadets earnestly plan and prepare for education opportunities after high school graduation. JROTC will not be a focus area starting with the graduating class of 2021.



## Focus Areas

**\*Some courses count as a core graduation requirement *or* focus area - but not both.**

### Science, Technology, Engineering & Math (STEM) (non-CTE)

#### Course Offerings:

Agriscience	Earth Science*
All Architecture & Engineering Design (CAD) Classes	Environmental Science AP*
All PLTW Courses	Honors Physics*
Anatomy & Physiology	Pre-Calculus Honors*
AP Biology*	Pre-Calculus Regular*
Biology II*	Statistics Honors*
Calculus AP*	Statistics Regular*
Chemistry II Honors*	Veterinary Science

#### Humanities Course Offerings:

Contemporary Issues	Psychology
Creative Writing	Service Learning/Youth Leadership
Forensics	Spanish III
French III	Spanish IV
French IV	World Geography

#### Fine Arts Course Offerings

3D Art	General Music*
Advanced Theatre	Mixed Media (1/2 cr)
Band (10-12)	Theatre I*
Choral Music (10-12)	Visual Arts I*
Commercial Design (1/2 cr)	Visual Arts II
Digital Arts & Design	Visual Arts III/IV

#### Jr. ROTC Course Offerings

JROTC will not be a focus area starting with the Class of 2021.

Jr. ROTC Level 1	Jr. ROTC Level 3
Jr. ROTC Level 2	Jr. ROTC Level 4

### Career and Technical Offerings - Select 1 Program of Study

#### CTE Programs of Study:

- 1) Agriculture - Select 1 Program of Study  
Veterinary & Animal Science  
Agricultural Engineering and Applied Technologies  
Horticulture Science
- 2) Architecture and Construction - Select 1 Program of Study  
Residential & Commercial Construction Technology  
Architectural & Engineering Design (CAD)
- 3) Arts, A/V Technology & Communication - Select 1 Program of Study

Digital Arts & Design

- 4) Business Management & Administration  
Business Management
- 5) Finance  
Banking & Finance
- 6) Education and Training  
Teaching as a Profession K-12
- 7) Health Science - Select 1 Program of Study  
Diagnostic Services  
Nursing Services  
Therapeutic Services
- 8) Human Services  
Dietetics & Nutrition
- 9) Law, Public Safety, Corrections & Security Program  
Law Enforcement Services
- 10) Science, Technology, Engineering and Math (STEM) - Select 1 Program of Study  
Project Lead the Way - Engineering  
Mechatronics (Offered at Tennessee College of Applied Technology–  
Consult with Guidance)
- 11) Transportation, Distribution, & Logistics  
Automotive Maintenance and Light Repair

#### What is Dual Credit?

Dual credit allows high school students to earn college credit for their CTE high school classes by taking a Dual Credit exam. College credit earned through the Dual Credit program may transfer to other post-secondary institutions at their discretion. It is up to you, as the student, to contact the receiving college or university to verify if the credit earned will transfer. Additional information in the CTE session of this course catalog.

#### What is AP?

The College Board's Advanced Placement Program® (AP®) enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement or both — while still in high school. AP Exams are given each year in May. A score of 3 or higher on an AP Exam can typically earn students college credit and/or placement into advanced courses in college.

Learn more about AP courses at: <https://apstudent.collegeboard.org>

#### AP Benefits

- Students learn rigorous college-level content and skills
- Taking AP is valued in the college admission process
- AP courses are interesting and rewarding academic experiences
- Opportunity to earn valuable credit and placement in college

#### Parent Tips for AP Program

Did your child take the PSAT/NMSQT®? Performance on this test can be an indicator of success in specific AP courses. Talk to your child's counselor for details or go to <https://collegeboard.org/quickstart>. It's never too early to start thinking about and planning for AP. Students can consider taking AP throughout high school, but it's never too early to start the process. There may be honors-level courses or other academic

opportunities that can start a student on the road to AP. You can talk to your child’s counselor to map out a course plan.

**AP Program Myth and Realities**

Myth	Reality
AP courses are for students who always get good grades.	AP courses are for any students who are academically prepared and motivated to take college-level courses. Taking AP is valued in the college admission process
AP courses are too stressful.	It’s no secret that AP courses are challenging. But the support you receive from your classmates and teachers can help you manage the work load.
I don’t think I will score high enough on the AP Exam to get college credit.	You don’t need to score a 5. Many colleges grant credit — and placement as well — based on a 3 or higher on an AP Exam.
Taking AP courses could hurt my GPA.	Your quarter grades, mid-term exam and final exam grade receive five (5) Rigor Points. Taking AP courses shows colleges that you’re willing to challenge yourself academically.
I can’t take AP because no one has recommended me.	If you think you’re ready to take an AP course, then you’re ready to advocate for yourself — just talk to a teacher or counselor.

**Financial help for AP Exams is available**

AP Exam fees for 2018 are \$94 per exam — for students with financial need, the College Board provides exam-fee reductions. There are also additional sources of federal and state funding that may be available for your child. Be sure to check with your child’s counselor or AP Coordinator early to arrange for assistance if needed.

**What is Dual Enrollment?**

Dual and joint enrollment allow high school students to take college courses that count towards credit. Dual enrollment awards both high school and college credit while joint enrollment awards college credit only. You must make a prior arrangement with DCHS in order to receive credit towards a high school diploma. We offered Dual Enrollment course through Austin Peay State University, Nashville State Community College and TCAT: Dickson.

**Dual Enrollment at TCAT: Dickson**

Depending upon space availability, there will be a limited number of seats available for classes at the TCAT: Dickson. Additional information in the CTE session of this course catalog.

**General Requirements for Dual Enrollment at APSU and NSCC**

- Junior or senior in high school
- Minimum sub-score of 19 on the ACT in Math and Reading and 19 on the English portion (May accept other test scores (SAT, P-SAT, Pre-ACT, Accuplacer)
- Prerequisites of the desired course(s) met
- Written permission from your high school principal and parents or guardians (application)

- Provide proof of citizenship or lawful presence if you are 18 years old when you apply.
- If required, submit an immunization form.

Students are responsible for obtaining verification of transfer credit to a university.

The only financial aid that dual enrollment students are eligible to receive is the Dual Enrollment Lottery Grant. View more information on the lottery grant at [www.tn.gov/collegepays/tsac-student-portal](http://www.tn.gov/collegepays/tsac-student-portal)

The following courses are taught by DCHS faculty as Dual Enrollment Courses:

Nashville State Community College (NSCC)	Austin Peay State University (APSU)
Calculus I Math 1910- (offered spring semester)	College Algebra Math 1710-(offered spring semester)
Pre-Calculus I Math 1710-(offered fall semester)	
Pre-Calculus II Math 1720-(offered spring semester)	
Probability/Statistics Math 1530-(offered spring semester)	

**Austin Peay State University (APSU)**

**Associate Degree & District Collaborative**

The Associate Degree in liberal arts requires 41 credit hours of core requirements and 19 hours of electives. It is hoped that students can complete many of the 19 elective hours in their intended major; the dual enrollment office will work with students, parents and counselors to ensure students enroll in viable courses.

APSU is working with Dickson County’s high school students to offer dual enrollment at the Bibb-White Bluff Civic Center during the academic year; summer offerings are either at the central location or on the APSU campus. Representatives from APSU will be at DCHS on February 5th at 5:30 pm to share discuss the program.

Students participating in the collaborative are enrolled in nine to ten credit hours (three to four classes) per semester. Courses are taught on site by an APSU faculty member or online at the central location. Students are expected to enroll in all courses offered at the site for a particular semester but are not obligated to enroll in every semester; summer, fall and spring offerings are available. Transportation matters are the decision of the school system in consultation with APSU.

See your school counselor for additional dual enrollment information.

**Contact Information Resources:**

Nashville State Community College <a href="http://www.nsc.edu/admissions/highschool-programs">www.nsc.edu/admissions/highschool-programs</a> (615) 353-3269 <a href="mailto:highschoolprograms@nsc.edu">highschoolprograms@nsc.edu</a>	Austin Peay State University <a href="http://www.apsu.edu/govnow">www.apsu.edu/govnow</a> (931) 221-7175 govnow@apsu.edu
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**Need ACT or SAT Information visit:**

- ACT – [www.act.org](http://www.act.org)  
SAT – [www.collegeboard.org/sat](http://www.collegeboard.org/sat)



*Do you enjoy working with plants and animals?*

*Do you like to build things?*

*Do you pay attention to small details?*

*Are you good at understanding mechanics?*

*Are you interested in medicine or dentistry?*

*Are you fascinated by technology?*

**If you answered yes to any of these questions, then a Career and Technical program may be just for you!**

Career and Technical courses offer students the opportunity to learn and use real-world skills in the classroom. Students will then be able to utilize these skills in the workplace after graduation, or pursue additional education and training at a post-secondary institution. Taking Career and Technical courses also gives each student a better understanding about the different career choices that are available after they complete high school. Explore a Career and Technical program and find your passion!

*Course offerings are available in the following focus areas*

- 1) Agriculture
  - a. Veterinary and Animal Science
  - b. Agricultural Engineering and Applied Technologies
  - c. Horticulture Science
- 2) Architecture and Construction
  - a. Architectural & Engineering Design
  - b. Residential & Commercial Construction
- 3) Arts, Audio/Visuals Technology, & Communications
  - a. Digital Arts & Design
- 4) Business Management & Administration
  - a. Business Management
- 5) Education & Training
  - a. Teaching as a Profession (K-12)
- 6) Finance
  - a. Banking and Finance
- 7) Health Science
  - a. Diagnostic Services
  - b. Nursing Services
  - c. Therapeutic Services
- 8) Human Services
  - a. Dietetics and Nutrition
- 9) Law, Public Safety, Corrections, & Security
  - a. Criminal Justice and Correction Services
- 10) Science, Technology, Engineering & Math (STEM)
  - a. Project Lead the Way
  - b. Architectural & Engineering Design
- 11) Transportation, Distribution, & Logistics
  - a. Automotive Maintenance and Light Repair

**\*\*Depending upon space availability, there will be a limited number of seats available for classes at the Tennessee College of Applied Technology. Students may have the option to attend these classes for dual credit. A complete listing of TCAT courses offered through Dickson County High School are listed on page 19 of this registration bulletin. Arrangements must be made through the school guidance counselor. Career and Technical Student Organizations (CTSOs) are an integral part of each career course. They are designed to develop personal and leadership qualities in students. Students in career classes must adhere to safety standards developed for specific programs and must be covered by an insurance policy.**

**\*\*Nashville State Community College offers dual credit opportunities for students to receive college credit after completing a Career and Technical course. For more information about specific dual credit opportunities, see the list at the end of the Career and Technical section of this guide.**

## AGRICULTURE

Student Organization -- Future Farmers of America FFA

This Agriculture program of study prepares students for careers in the planning, implementation, production, management, processing and/or marketing of agricultural commodities and services. This includes food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical and educational services.

Employment opportunities will continue to increase for those who provide and market an expanding array of food, forest, and veterinary medical consumer products to a growing world population. Continued globalization of the food, agricultural and natural resources system will increase opportunities for graduates who understand the socio-economic factors that define international markets. Graduates who know how to satisfy the diverse consumer needs and preferences in different cultures, and who have the language skills to communicate effectively, will have the best opportunities to be employed by the growing number of multinational businesses.

Animal breeder/Animal trainer	Farm Owner and Manager
Greenhouse manager	Water Quality Specialist
Groundskeeper	Environmental Analyst
Fish and game warden	Florist
Landscape Designer	Extension Agent
Soil Conservationist	Veterinarian
Animal Groomer	Vet Technician

### VETERINARY AND ANIMAL SCIENCE PROGRAM OF STUDY

#### AGRISCIENCE – Course # 551 1 Credit: 9<sup>th</sup>, 10<sup>th</sup>

Agriscience is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology plays in the twenty-first century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework. This course counts as a lab science credit toward graduation requirements.

#### LARGE ANIMAL SCIENCE – Course # 558 1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> *Prerequisite: Agriscience*

Large Animal Science is an applied course in veterinary and animal science for students interested in learning more about becoming a veterinarian, vet

tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of large animals, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for success in the level-four Veterinary Science course and further postsecondary training. *\*Offered on alternating years. Course will be available for the 2018-19 school year.*

#### VETERINARY SCIENCE – Course # 556 1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> *Prerequisite: Agriscience*

Veterinary Science is an advanced course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers principles of health and disease, basic animal care and nursing, clinical and laboratory procedures, and additional industry-related career and leadership knowledge and skills. Upon completion of this course, students will be able to pursue advanced study of veterinary science at a postsecondary institution.

#### WORK-BASED LEARNING – Course # 550 2 Credit: 12<sup>th</sup>

*Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application. Please see Nikki Akins for an application.*

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. **Students will receive 1 credit for this two period course.**

### HORTICULTURE SCIENCE PROGRAM OF STUDY

#### AGRISCIENCE – Course # 551 1 Credit: 9<sup>th</sup>, 10<sup>th</sup>

Agriscience is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology plays in the twenty-first century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework. This course counts as a lab science credit toward graduation requirements.

### **LANDSCAPE & TURF SCIENCE – Course # 555**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Agriscience***

Landscaping and Turf Science is a applied course designed to provide challenging academic standards and relevant technical knowledge and skills needed for further education and careers in landscape design, maintenance, and turf management. Content includes site analysis and planning, principles of design, and plant selection and care techniques. Upon completion of this course, proficient students will be prepared to pursue advanced study of landscaping and turf science at a postsecondary institution. *\*Offered on alternating years. Course will be available for the 2018-19 school year.*

### **GREENHOUSE MANAGEMENT – Course # 560**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Agriscience***

Greenhouse Management is an applied-knowledge course designed to prepare students to manage greenhouse operations. This course covers principles of greenhouse structures, plant health and growth, growing media, greenhouse crop selection and propagation, and management techniques. Upon completion of this course, proficient students will be equipped with the technical knowledge and skills needed to prepare for further education and careers in horticulture production. Greenhouse Management is a dual credit course with statewide articulation. **Greenhouse Management is a dual credit course with statewide articulation. Ask the teacher for more information.**

### **WORK-BASED LEARNING – Course # 550**

**2 Credit: 12<sup>th</sup>**

***Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application.***

***Please see Nikki Akins for an application.***

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. **Students will receive 1 credit for this two period course.**

### **AGRICULTURAL ENGINEERING AND APPLIED TECHNOLOGIES PROGRAM OF STUDY**

#### **AGRISCIENCE – Course # 551**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Agriscience is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology plays in the twenty-first century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework. This course counts as a lab science credit toward graduation requirements.

### **PRINCIPLES OF AGRICULTURAL MECHANICS - Course # 561**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

***Prerequisite: Agriscience***

Principles of Agricultural Mechanics is an intermediate course introducing students to basic skills and knowledge in construction and land management for both rural and urban environments. This course covers topics including project management, basic engine and motor mechanics, land surveying, irrigation and drainage, agricultural structures, and basic metalworking techniques. Upon completion of this course, proficient students will be prepared for more advanced coursework in agricultural mechanics. *\* Offered on alternating years. Course will be available for the 2018-19 school year.*

### **AGRICULTURAL POWER AND EQUIPMENT - Course # 563**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

***Prerequisite: Agriscience***

Agricultural Power and Equipment is an applied course in agricultural engineering with special emphasis on laboratory activities involving small engines, tractors, and agricultural equipment. The standards in this course address navigation, maintenance, repair, and overhaul of electrical motors, hydraulic systems, and fuel powered engines as well as exploration of a wide range of careers in Page 2 agricultural mechanics. Upon completion of this course, proficient students will be able to pursue advanced training in agricultural engineering and related fields at a postsecondary institution. *\* Offered on alternating years. Course will be available for the 2019-20 school year.*

### **ARCHITECTURE AND CONSTRUCTION**

Student Organization – Skills USA

Architecture and Construction program of study prepares students for careers in designing, planning, managing, building and maintaining the building environment. People employed in this cluster work on new structures, restorations, additions, alterations and repairs.

Architecture and construction comprise one of the largest industries in the United States. Based on the latest statistics, this career cluster has 13.8 million jobs. In the next few years, many new jobs will be added and many employment opportunities will result from the need to replace experienced workers who leave jobs.

Architect	Heavy equipment operator
Civil engineer	Drywall installer
Contractor	Electrician
Surveyor	Plumber
Construction worker	Building inspector

### **RESIDENTIAL & COMMERCIAL CONSTRUCTION PROGRAM OF STUDY**

#### **FUNDAMENTALS OF CONSTRUCTION – Course # 700**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Fundamentals of Construction is a foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and

application of mathematical concepts. Standards in this course also include an overview of the construction industry and an introduction to building systems and materials. **Course fee \$5.00**

**RESIDENTIAL/COMMERCIAL CONSTRUCTION I – Course # 712**  
**2 Credits: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

***Required Prerequisites: Fundamentals of Construction, Algebra I***

Residential & Commercial Construction I is the second course in the Residential & Commercial Construction program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the earlier phases of building construction, including site layout, foundation systems, concrete, framing systems, and electrical systems. Students will be able to perform concrete work; frame walls, ceilings, and floors of a structure; and install proper wiring while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. **Course fee \$5.00**

**RESIDENTIAL/COMMERCIAL CONSTRUCTION II – Course # 715**  
**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Required Prerequisite: Residential Construction I***

Residential & Commercial Construction II is the third course in the Residential & Commercial Construction program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the later phases of building construction including roofing systems, exterior finishing, stair framing systems, masonry systems, and plumbing systems. Students will be able to perform masonry work; frame roofs; install shingles on roofs; apply exterior finishes; and install proper piping for plumbing systems while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an introduction to heating, ventilation, and air conditioning systems, principles of the construction industry, and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. **Course fee \$5.00**

**WORK-BASED LEARNING – Course # 550**  
**2 Credits: 12<sup>th</sup>**

***Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application.***

***Please see Nikki Akins for an application.***

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. **Students will receive 1 credit for this two period course.**

**ARCHITECTURAL & ENGINEERING DESIGN**  
**PROGRAM OF STUDY**

**ARCHITECTURAL & ENGINEERING DESIGN I (CAD I) - Course # 641**  
**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

Architectural & Engineering Design I is a foundational course in the Architecture & Construction cluster for students interested in a variety of engineering and design professions. Upon completion of this course, proficient students will be able to create technical drawings of increasing complexity, and utilize these skills to complete the design process and communicate project outcomes. Students will build foundational skills in freehand sketching, fundamental technical drawing, and related measurement and math. Standards in this course also include career exploration within the technical design industry, as well as an overview of the history and impact of architecture and engineering. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

**ARCHITECTURAL & ENGINEERING DESIGN II (CAD II) - Course # 643**  
**2 Credits: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**  
**Prerequisite: CAD I**

Architectural & Engineering Design II is the second course in the Architectural & Engineering Design program of study. Students in this course build their skills in developing and representing design ideas using technical drawing and modeling techniques, and apply the design process to solve design problems. Upon completion of this course, proficient students will be able to use computer-aided drafting (CAD) software to create multi-view, sectional view, auxiliary view, and three-dimensional drawings using industry standard dimensioning and notation. Students will connect drawings with actual physical layouts by building models based on drawings, creating drawings based on objects and other physical layouts, and using software to create basic three-dimensional models. In addition, students will continue compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. **NOTE: Dual credit opportunity at Nashville State Community College for this course. See teacher for more information.**

**ARCHITECTURAL & ENGINEERING DESIGN III (CAD III) Course # 644**  
**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**  
**Prerequisite: CAD II**

Architectural & Engineering Design III is the third course in the Architectural & Engineering Design program of study. In this advanced course, students will apply technical drawing and design skills developed in the previous courses to specific architectural and mechanical design projects and contexts. In the process, students will expand their problem-solving and critical-thinking skills by assessing the requirements of a project alongside the available resources in order to accomplish realistic planning. Upon completion of this course, proficient students will be able to employ methods of data collection and analysis to provide others with appropriate information for projects and to develop their own designs. Students will also be able to engage with industry-specific technology to create visual representations of project outcomes. In addition, students will continue compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

**WORK-BASED LEARNING - Course # 550**  
**2 Credits: 12<sup>th</sup>**

***Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application.***

***See Nikki Akins for an application.***

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

## **ARTS, A/V TECHNOLOGY & COMMUNICATIONS**

Student Organization – Skills USA

In the Digital Arts Design Program, you will learn real-world design skills in areas such as the principles and elements of design and the design process. Most observers expect the job growth rate within AV industries to be at 20-30 percent for the foreseeable future. Here are just a few of the career opportunities for Digital Arts Design.

Web Media Design  
Photographer

Graphic Designer  
Illustrator

### **DIGITAL ARTS DESIGN PROGRAM OF STUDY**

#### **DIGITAL ARTS & DESIGN I – Course # 6084**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Digital Arts & Design I is a foundational course in the Arts, A/V Technology, & Communications cluster 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. In addition, students will begin compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

#### **DIGITAL ARTS & DESIGN II – Course # 6086**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Digital Arts I***

Digital Arts & Design II is a course that builds on the basic principles and 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 employ design principles and use industry software to create layouts for a variety of applications. Standards in this course also include an overview of art and design industries, career exploration, and business management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

#### **DIGITAL ARTS & DESIGN III – Course # 6087**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Digital Arts II***

Digital Arts & Design III is the third course in the Digital Arts & Design program of study. Applying design skills developed in prior courses, students will expand their creative and critical thinking skills to create

comprehensive multimedia projects and three-dimensional designs. Upon completion of this course, proficient students will be able to use industry-standard software to create multimedia projects, web pages, three-dimensional models, and animations. Students will utilize research techniques to plan and enhance project outcomes. Standards in this course also include professionalism and ethics, career exploration, and business and project management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

#### **WORK-BASED LEARNING - Course # 550**

**2 Credits: 12<sup>th</sup>**

***Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application.***

***Please see Nikki Akins for an application.***

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

### **BUSINESS MANAGEMENT AND ADMINISTRATION**

Student Organization - Future Business Leaders of America (FBLA)

The Business, Management and Administration program of study prepares students for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

The business management and administration services industry is projected to be one of the fastest growing through the year 2020. Nearly half of all jobs are in managerial and professional occupations, and nearly one-fourth of all workers are self-employed. The business management and administration services industry is one of the highest-paying industries. In the next few years, many new jobs will be added and many openings will result from the need to replace experienced workers who leave jobs.

Accountant  
Office Clerk  
Human Resources Manager  
Administrative Assistant

Management Analyst  
Marketing Manager  
Receptionist  
Information Systems Manager

### **BUSINESS MANAGEMENT PROGRAM OF STUDY**

#### **INTRODUCTION TO BUSINESS & MARKETING – Course # 351**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of



business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.

### **ACCOUNTING I – Course # 5910**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Introduction to Business & Marketing***

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

Or

### **BUSINESS COMMUNICATIONS – Course # 352**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

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

### **BUSINESS MANAGEMENT – Course # 5889**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

Business Management focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant.

### **BUSINESS AND ENTREPRENEURSHIP PRACTICUM – Course # 377**

**1-2 Credits: 12<sup>th</sup>**

***Prerequisite: Must have at least 2 credits (Business Management or Banking / Finance) in the program area, completed or currently enrolled.***

Business & Entrepreneurship Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original

business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures, or continue their study at the postsecondary level. ***Additional credit offered through the student based enterprise program. Students interested in applying to the student based enterprise program should contact their business teacher for an application. Dual Credit Opportunity may be available for this course. See the teacher for more information***

### **WORK-BASED LEARNING – Course # 550**

**2 Credits: 12<sup>th</sup>**

***Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application.***

***Please see Nikki Akins for an application.***

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

## ***FINANCE***

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Student Organization - Future Business Leaders of America (FBLA)

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In the Business Management Program you will learn real-world business skills in areas such as financial management and accounting, human resources, administrative and information support, business analysis, management, and marketing and communications. Here are just a few of the career opportunities for Business Management and Administration.

Accountant	Bank Teller
Insurance Salesman	Real Estate
Auditing	Financial Investor

## **BANKING & FINANCE PROGRAM OF STUDY**

### **INTRODUCTION TO BUSINESS & MARKETING – Course # 351**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.

### **ACCOUNTING I – Course # 5910**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Introduction to Business & Marketing***

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

### **BANKING & FINANCE – Course # 5899**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Accounting I***

Banking and Finance is designed to challenge students with real-world banking and financial situations through a partnership with a local financial institution. This business partnership should provide resources for faculty and students that include but are not limited to mentors, seminars, and hands-on experience with day-to-day banking operations. Upon completion of this course, proficient students will have a strong foundation for continued education in finance and business administration, specializing in occupations that support banking and financial institutions. *\*Offered on alternating years. Course will be available for the 2018-19 school year. Dual Credit Opportunity may be available for this course. See the teacher for more information.*

### **FINANCIAL PLANNING - Course # 5890**

**1 Credit: 12<sup>th</sup>**

***Prerequisite: Personal Finance, Accounting I, and Banking & Finance***  
Financial Planning is the capstone course in the Banking and Finance program of study intended for students interested in advanced analysis of financial decision-making and wealth management. In this course, students will delve into advanced concepts related to saving, investment, taxation, and retirement planning, and will be responsible for compiling original portfolios of investment and retirement options to present to mock prospective clients. In addition, students will learn to critique the financial consultations of others based on ethical and legal considerations. Upon completion of this course, proficient students will be prepared to pursue advanced study of financial planning, wealth accumulation and management, and market analysis at a postsecondary institution. ***Additional credit offered through the student based enterprise program. Students interested in applying to the student based enterprise program should contact their business teacher for an application. Offered for the 2018-19 school year.***

### **WORK-BASED LEARNING - Course # 550**

**2 Credits: 12<sup>th</sup>**

***Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application. Please see Nikki Akins for an application.***

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

## **EDUCATION AND TRAINING**

Student Organization—Family, Career, and Community Leaders of America (FCCLA)

This Career Cluster 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. Employers are expected to devote greater resources to job-specific training programs in response to the increasing complexity of many jobs, the aging of the work force, and technological advances that can leave employees with obsolete skills. This will result in particularly strong demand for training and development specialists across all industries.

Elementary School Teacher  
High School Teacher  
School Administrator  
Corporate Trainer

Child Care Worker  
College Professor  
Physical Trainer  
Preschool Teacher

## **TEACHING AS A PROFESSION (K-12) PROGRAM OF STUDY**

### **FUNDAMENTALS OF EDUCATION – Course # 595**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Fundamentals of Education is a foundational course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. Upon completion of this course, proficient students will gain knowledge in the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

### **TEACHING AS A PROFESSION I – Course # 596**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

***Prerequisite: Fundamentals of Education***

Teaching as a Profession I (TAP I) is an intermediate course for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This 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.

### **TEACHING AS A PROFESSION II – Course # 597**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Fundamentals of Education***

Teaching as a Profession II (TAP II) is an applied-knowledge course for students interested in learning more about becoming a teacher, school counselor, librarian, or speech-language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating

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. **NOTE: Dual credit opportunity at Nashville State Community College for this course. See teacher for more information.**

#### **WORK-BASED LEARNING – Course # 550**

**2 Credits: 12<sup>th</sup>**

***Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application.***

***Please see Nikki Akins for an application.***

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. **NOTE: For 2018-19, requirements will be: Teaching as a Profession II.**

### ***HEALTH SCIENCE***

Student Organization—HOSA – Future Health Professionals

Health Services is one of the largest industries in the country, with more than 11 million jobs, including the self-employed. The health services industry includes establishments ranging from small-town private practice physicians who employ only one medical assistant to busy inner city hospitals that provide thousands of diverse jobs. More than half of all non-hospital health service establishments employ fewer than five workers. On the other hand, almost two-thirds of hospital employees were in establishments with more than 1,000 workers.

Wage and employment in the health services industry is projected to increase more than 25 percent through 2010, compared with an average of 16 percent for all industries. Employment growth is expected to account for about 2.8 million new jobs.

Nurse	Ultrasound Technician
Dentist	Medical records Administrator
EMT(Paramedic)	Nursing Assistant
Pharmacist	First-Responder
Health Educator	Radiology Technician

#### **DIAGNOSTIC SERVICES PROGRAM OF STUDY**

##### **HEALTH SCIENCE EDUCATION – Course # 600**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Health Science Education is an introductory course designed to prepare students to pursue careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a proficient student will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a strong foundation for all of the Health Science programs of study.

##### **ANATOMY AND PHYSIOLOGY – Course # 5991**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

***Prerequisite: Health Science Education***

Anatomy and Physiology is an upper level course designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems. **Course fees are \$25.00**

##### **DIAGNOSTIC MEDICINE – Course # 613**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Health Science Education and Anatomy & Physiology***

Diagnostic Medicine is a second level course designed to prepare students to pursue careers in the fields of radiology, medical laboratory, optometry, and other patient diagnostic procedures. Upon completion of this course, proficient students will be able to describe new and evolving diagnostic technologies, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study.

##### **CLINICAL INTERNSHIP - Course # 621**

**2 Credits: 12<sup>th</sup>**

***Prerequisites: Students must have successfully completed a course in Medical Therapeutics, Pharmacological Services, or Medical Diagnostics; must have a physical with a negative TB test and must provide their own clinical uniforms and transportation to clinical site.***

***APPLICATION REQUIRED – Class size limited to 15 students.***

Clinical Internship is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a pre-requisite Health Science course. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality.

#### **NURSING SERVICES PROGRAM OF STUDY**

##### **HEALTH SCIENCE EDUCATION - Course # 600**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Health Science Education is an introductory course designed to prepare students to pursue careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a proficient student will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a strong foundation for all of the Health Science programs of study.

##### **ANATOMY AND PHYSIOLOGY – Course # 5991**

**[FOR HEALTH SCIENCE PROGRAMS OF STUDY]**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

***Pre-requisite: Health Science Education***

Anatomy and Physiology is an upper level course designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology.

Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems. **NOTE: The class fee for this course is \$25.**

### **MEDICAL THERAPEUTICS - Course # 611**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Health Science Education, and Anatomy & Physiology***

Medical Therapeutics is an applied course designed to prepare students to pursue careers in therapeutic services. Upon completion of this course, a proficient student will be able to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments. Students will be Basic Life Support (BLS) certified.

### **NURSING EDUCATION - Course # 6000**

**2 Credits: 12<sup>th</sup>**

***Prerequisite: Health Science Education, Anatomy and Physiology***

Nursing Education is a capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course, if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site-based clinical with at least 24 of those hours spent in a long-term care facility, then they are eligible to take the certification examination as a Certified Nursing Assistant (CNA). Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality.

## **THERAPEUTIC SERVICES PROGRAM OF STUDY**

### **HEALTH SCIENCE EDUCATION – Course # 600**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Health Science Education is an introductory course designed to prepare students to pursue careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a proficient student will be able to identify careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. This course will serve as a strong foundation for all of the Health Science programs of study.

### **ANATOMY AND PHYSIOLOGY – Course # 5991**

**[FOR HEALTH SCIENCE PROGRAMS OF STUDY]**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

***Pre-requisite: Health Science Education***

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

and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems. **NOTE: The class fee for this course is \$25.**

### **MEDICAL THERAPEUTICS – Course # 611**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Health Science Education***

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

### **PHARMACOLOGICAL SCIENCES - Course # 6133**

**1 Credit: 12<sup>th</sup>**

***Prerequisite: Medical Therapeutics***

Pharmacological Sciences is a third-level applied course in the Therapeutic Clinical Services program of study intended to prepare students with an understanding of the roles and responsibilities of the healthcare worker in a pharmacy setting. This course equips students with the communication, goalsetting, and information-processing skills to be successful in the workplace, in addition to covering key topics in pharmacology, pharmacy law and regulations, sterile and non-sterile compounding, medication safety, quality assurance, and more. Upon completion of this course, proficient students who have also completed a Clinical Internship can apply to sit for the Pharmacy Technician Certification Board examination immediately after high school graduation.

### **CLINICAL INTERNSHIP – Course # 621**

**2 Credits: 12<sup>th</sup>**

***Prerequisites: Students must have successfully completed a course in Medical Therapeutics, Dental Science, Pharmacological Services, Cardiovascular Services, or Medical Diagnostics; must have a physical with a negative TB test and must provide their own clinical uniforms and transportation to clinical site.***

***APPLICATION REQUIRED – Class size limited to 15 students.***

Clinical Internship is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a pre-requisite Health Science course. Upon completion of this course, proficient students will be able to pursue certification in the pre-requisite course of Cardiovascular Services or Pharmacological Science once they have graduated and reached 18 years of age. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. Business Management & Administration concentrators may also take this course as part of a career practicum/work-based learning placement within the Health Services Administration program of study. Note: Student to teacher ratio for this course is 15:1 in a clinical setting. **NOTE: Admission to this class is subject to junior year interview process, teacher evaluations, GPA and attendance rate. Students must maintain 90% attendance while participating in clinicals. Students will receive 1 credit for this two period course.**

## ***HUMAN SERVICES***

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Student Organization—Family, Career, and Community Leaders of America FCCLA

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This Career Cluster prepares individuals for employment in career pathways related to families and human needs. Based on the latest statistics, more than 7.2 million people are employed in human services occupations. Faster

than average employment growth, coupled with high turnover, should create numerous employment opportunities.

Child care worker	Home Care Aide
Consumer advocate	Community Service Worker
Social worker	Child development specialist

## **DIETETICS AND NUTRITION PROGRAM OF STUDY**

### **INTRODUCTION TO HUMAN STUDIES – Course # 570**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Introduction to Human Studies is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

### **NUTRITION ACROSS THE LIFESPAN – Course # 590**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Introduction to Human Studies***

Nutrition Across the Lifespan is for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursuing a variety of scientific, health, or culinary arts professions. Upon completion of this course, proficient students will understand human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

### **NUTRITION SCIENCE AND DIET THERAPY - Course # 6007**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Nutrition Across the Lifespan or Medical Therapeutics***

Nutrition Science and Diet Therapy is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasis on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

### **WORK-BASED LEARNING – Course # 550**

**2 Credits: 12<sup>th</sup>**

***Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application.***

***Please see Nikki Akins for an application.***

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

## **LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY**

Student Organization – Skills USA

The Law, Public Safety and Security Cluster helps prepare students for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Renewed national interest in public safety and security should help expand opportunities for employment in the Law, Public Safety and Security Cluster. Numerous job openings will stem from employment growth attributable to the desire for increased corporate, industrial and homeland security. Also, a more security-conscious society and concern about drug-related crimes should contribute to the increasing demand.

Firefighter	Paralegal
Police officer	Bailiff
Corrections officer	Security guard
Pharmacist	Legal clerk
Lawyer	

## **CRIMINAL JUSTICE AND CORRECTION SERVICES PROGRAM OF STUDY**

### **CRIMINAL JUSTICE I – Course # 580**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

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

### **CRIMINAL JUSTICE II – Course # 581**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

***Prerequisite: Criminal Justice I***

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

### **CRIMINAL JUSTICE III – Course # 582**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

***Prerequisite: Criminal Justice II***

Students in this course will explore the basic processes and principles of forensic science as it relates to criminal investigation. Students will learn the importance of the identification, collection, and processing of evidence and of its contribution to the criminal investigation. Students will learn of the legal responsibilities and challenges which the forensic investigator may encounter from initial response to the court room.

### **WORK-BASED LEARNING - Course # 550**

**2 Credits: 12<sup>th</sup>**

*Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application.*

*See Nikki Akins for an application.*

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

### **SCIENCE, TECHNOLOGY, ENGINEERING AND MATH**

Student Organization – Technology Students of America (TSA)

A career in science, technology, engineering or mathematics is exciting, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services. More scientists, technologists and engineers will be needed to meet environmental regulations and to develop methods of cleaning up existing hazards. Here are just a few of the career opportunities for Science, Technology, Engineering or Math.

Electrical Engineer	Geologists
Electrical Engineer Technician	Hazardous Materials Technician
Physicist	Mechanical Engineer
Biologist	Nuclear Technician
Astronomer	Agricultural Engineer
Industrial Engineer	

### **PROJECT LEAD THE WAY ENGINEERING PROGRAM OF STUDY**

#### **INTRODUCTION TO ENGINEERING (PLTW) - Course # 638**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

#### **PRINCIPLES OF ENGINEERING (PLTW) - Course # 640**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

*Prerequisite: Introduction to Engineering (PLTW)*

Designed for 10th or 11th grade students, this survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include Robotics design, building and programming, mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

### **COMPUTER INTEGRATED MANUFACTURING (PLTW) - Course # 642**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: Principles of Engineering (PLTW)*

How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? While students discover the answers to these questions, they're learning about the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems. This course contains hands on activities in Robotics and CNC Programming, Robotics and Automation system design and construction. This course is designed for 11th or 12th grade students.

### **WORK-BASED LEARNING - Course # 550**

**2 Credits: 12<sup>th</sup>**

*Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application.*

*See Nikki Akins for an application.*

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

### **ARCHITECTURAL & ENGINEERING DESIGN PROGRAM OF STUDY**

#### **ARCHITECTURAL & ENGINEERING DESIGN I (CAD I) - Course # 641**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

Architectural & Engineering Design I is a foundational course in the Architecture & Construction cluster for students interested in a variety of engineering and design professions. Upon completion of this course, proficient students will be able to create technical drawings of increasing complexity, and utilize these skills to complete the design process and communicate project outcomes. Students will build foundational skills in freehand sketching, fundamental technical drawing, and related measurement and math. Standards in this course also include career exploration within the technical design industry, as well as an overview of the history and impact of architecture and engineering. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

#### **ARCHITECTURAL & ENGINEERING DESIGN II (CAD II) - Course # 643**

**2 Credits: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

*Prerequisite: CAD I*

Architectural & Engineering Design II is the second course in the Architectural & Engineering Design program of study. Students in this course build their skills in developing and representing design ideas using technical drawing and modeling techniques, and apply the design process to solve design problems. Upon completion of this course, proficient students will be able to use computer-aided drafting (CAD) software to create multi-view, sectional view, auxiliary view, and three-dimensional drawings using industry standard dimensioning and notation. Students will connect drawings with actual physical layouts by building models based on drawings, creating drawings based on objects and other physical layouts, and using software to create basic three-dimensional models. In addition, students will continue compiling artifacts for inclusion in a portfolio, which

they will carry with them throughout the full sequence of courses in this program of study. **NOTE: Dual credit opportunity at Nashville State Community College for this course. See teacher for more information.**

**ARCHITECTURAL & ENGINEERING DESIGN III (CAD III) Course # 644**

**1 Credit: 11<sup>th</sup>, 12<sup>th</sup>**

**Prerequisite: CAD II**

Architectural & Engineering Design III is the third course in the Architectural & Engineering Design program of study. In this advanced course, students will apply technical drawing and design skills developed in the previous courses to specific architectural and mechanical design projects and contexts. In the process, students will expand their problem-solving and critical-thinking skills by assessing the requirements of a project alongside the available resources in order to accomplish realistic planning. Upon completion of this course, proficient students will be able to employ methods of data collection and analysis to provide others with appropriate information for projects and to develop their own designs. Students will also be able to engage with industry-specific technology to create visual representations of project outcomes. In addition, students will continue compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

**WORK-BASED LEARNING - Course # 550**

**2 Credits: 12<sup>th</sup>**

***Prerequisite: Must have at least 3 credits in the program area and meet the selection criteria as stated on the Work-Based Learning application.***

***See Nikki Akins for an application.***

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 in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

**TRANSPORTATION, DISTRIBUTION AND LOGISTICS**

Student Organization – Skills USA

In the Transportation, Distribution and Logistics Program you will learn real-world automotive skills that can be used in many automotive or industrial settings. Here are just a few of the career opportunities for Transportation, Distribution, and Logistics.

Aircraft Mechanic	Truck Driver
Bus Driver	Freight Agent
Locomotive Engineer	Shipping Clerk
Dredge Operator	Civil Engineer
Ship Captain	Transportation Inspector

**MAINTENANCE AND LIGHT REPAIR I - Course # 672**

**1 Credit: 9<sup>th</sup>, 10<sup>th</sup>**

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

**MAINTENANCE AND LIGHT REPAIR II - Course # 673**

**1 Credit: 10<sup>th</sup>, 11<sup>th</sup>**

**Prerequisite: Maintenance and Light Repair I**

The 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 of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician.

**MAINTENANCE AND LIGHT REPAIR III - Course # 674**

**2 Credits: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>**

**Prerequisite: Maintenance and Light Repair II**

The Maintenance and Light Repair III (MLR III) course prepares students for entry into Maintenance and Light Repair IV. Students study and service suspension and steering systems and brake systems. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. **NOTE: Dual enrollment opportunity at TCAT Dickson for this course. See teacher for more information. (Offered alternating years.) This course will be offered during the 2018-19 school year.**

**MAINTENANCE AND LIGHT REPAIR IV - Course # 675**

**2 Credits: 12<sup>th</sup>**

**Prerequisite: Maintenance and Light Repair II**

The Maintenance and Light Repair IV (MLR IV) course prepares students for entry into the automotive workforce or into post-secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. *Upon completion of all 4 MLR courses students will be able to take the tests for the ASE MLR certifications. If not enough sign up to make the class, students will be put in their first alternative choice, if available.* **NOTE: Dual enrollment opportunity at TCAT Dickson for this course. See teacher for more information. (Offered alternating years.) This course will NOT be offered during the 2018-19 school year.**

**Dual Credit Course Offerings**

Nashville State Community College (NSCC)

***Students must complete the "Permission to Test for Dual Credit" application and submit it to NSCC along with a copy of their high school transcript and the \$10 exam fee. Students must take the exam at a NSCC testing center. In most cases, the exam is administered at the high school. Students must test by the end of the NSCC Summer semester of the year they graduate from high school to participate in Dual Credit. See your Career & Technical program teacher for more details***

**HIGH SCHOOL COURSE**

**NSCC COURSE**

Business Management	Introduction to Business (BUS 1113)
CAD I	Technical Graphics (ENGT 1150)
CAD II	Computer Aided Drafting I (CAD 1200)
Criminal Justice I	Intro to Criminal Justice (CRMJ 1010)
Criminal Justice II	Criminal Investigation (CRMJ 2012)
Criminal Justice III	Basic Crime Scene Investigation (CRMJ 1087)
Engineering Technology - 3 Courses	Intro to Engineering Technology (ENGT 1000)
Marketing I	Marketing (MKT 2220)
Personal Finance	Personal Money Management (BUS 2240)



Teaching as a  
Profession I  
Teaching as a  
Profession II

Foundations of Education (EDUC 2010)

Intro to Special Education (EDUC 2120)

**Tennessee College of Applied Technology - Dickson**  
**This is considered Dual Enrollment**

**615-441-6220**

[www.tcdickson.edu](http://www.tcdickson.edu)

**Prerequisite: At least a C grade point average and less than 50 discipline points and approved attendance record. You will be interviewed prior to final selection for TTC classes.**

**NOTE: Please contact your counselor for more information. These courses are for seniors (12th grade). Must provide own transportation, *however transportation may be provided*. Supply and equipment fee required. May take both terms. Students should only enroll in these courses based on career choice. Students need to demonstrate particular interest with desire to continue training at TTC after graduation.**

**DIESEL POWERED EQUIPMENT - Course # 695**

**3 Credits; 12<sup>th</sup>**

The Diesel Powered Equipment Technology program provides practical experience in the repair and maintenance of diesel powered equipment. Students receive instruction in troubleshooting, engine analysis, disassembling engines replacing defective parts, reassembling, etc. The program mission is to provide technical instruction and skill development to enable students to enter employment in truck, construction, agricultural equipment, and other related fields as technicians.

**HVAC (HEAT, VENTILATION, AIR CONDITION, REFRIGERATION) - Course # 767**

**3 Credits; 12<sup>th</sup>**

Classroom and shop learning experiences include theory application, and service of air conditioning and refrigeration equipment. Included are print reading, basic electricity & electronics, heat pump technology, pneumatics, math, programmable controllers, refrigerant containment certification (EPA Certification), and computer training.

**MACHINE TOOL TECHNOLOGY - Course # 776**

**3 Credits; 12<sup>th</sup>**

Processes are completed on machines such as milling machines, lathes, grinders, drill presses, CNC milling machines & EDM machines. Instruction is given in blueprint reading, mathematics, precision measuring, and such basic metallurgy as properties of metals, their workable characteristics, best treatment of metals, and relative hardness.

**INDUSTRIAL MAINTENANCE - Course # 764**

**3 Credits; 12<sup>th</sup>**

Instruction includes industrial economics, air conditioning, pneumatics, programmable controllers, hydraulics, robotics, welding, machine shop, and related math. This program prepares students to maintain automated equipment and perform industrial maintenance repairs.

**WELDING I & II DE – Course #'s 4062 & 731**

**3 Credit; 12<sup>th</sup>**

Welding students will learn various basic and advanced welding/pipefitting techniques that are common in the industries: Shielded Metal, Gas Metal, Gas Tungsten and Flux Cored Arc Welding, cutting techniques, grinding, metal preparation, symbols and blueprint reading, metallurgy, layout, fabrication, pipe/valves/fitting installation, power tools, and measurement techniques. The Welding Technology program is aligned with the National Center for Construction Education and Research (NCCER) curricula. This curriculum has been developed with the American Welding Society (AWS), Construction Industry Institute, the Manufacturer's Institute and the Associated General Contractors of America.

**Dickson County High School**

Mr. Joey Holley, Principal

Dr. Rhiannon Mason, Assist. Principal

Mr. Wade Daniel, Assist. Principal

Mrs. Melinda Fortner, Assist. Principal

Mr. Troy Williams, Assist. Principal

Mrs. Donna Holt-Pollard, 12th Grade Counselor

Mrs. Stephanie Allison, 11th Grade Counselor

Mrs. Pam Baggett, 10th Grade Counselor

Mrs. Robin Gunn, 9th Grade Counselor

Mrs. Amy Fitzgerald, Registrar

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## *DCHS Enrichment Class Opportunities*

ALL students should pick five (5) enrichment classes; one for each nine weeks and an alternate should one of your choices not make. These should be listed on your course request form when you turn it in. To read a description of each class, you can download the Enrichment Classes document from our school website, or ask your homeroom teacher to look at theirs. You should choose these classes wisely, because you **will not** be allowed to change them once they are scheduled.

945	Acrylic Painting	962	Gardening and Food Prep	980	Nursing Education
946	ACT Steps to Success	963	Make-Up, Nails, Hair & More	981	Clinicals
947	Astronomy	964	Home Improvement	982	Science Fiction
948	Auto: Electric	965	HOSA	983	Scrapbooking
949	Auto: Simple Care and Repair	966	HOSA Competitive Events	984	Scuba Diving
950	Basic Marksmanship Skills	967	Human Diseases	985	Sewing Basics
951	Bible Study	968	Hunting 101	986	Sports News
952	Board Games	969	Independent Reading	987	Stagecraft/ Drama
953	Campus Clean up	970	Intramural Games	988	Study Hall
954	College and Scholarship	971	Genius Hour	989	Tigert's Pop Culture & Politics
955	Coloring Pages	972	Instrumental Music Studies	990	Weather
960	Contemporary Issues	978	Mythology	995	Board Games - Math
956	Daily Steps	973	Journalism	991	Welding Skills
957	Digital Photography	974	Makerspace	992	Wilderness Survival Skills
958	Dungeons and Dragons	975	Map Reading and Land Navigation	993	Zumba
959	Free Read	976	Medal of Honor (lessons in Personal Bravery & Self Sacrifice)	994	RTI
961	Futsal	979	Outdoor Cooking	944	Football Schemology

# Dickson County High School Home of the Cougars!



**FAMILY**

**“ALL IN”**

DICKSON COUNTY HIGH SCHOOL  
DICKSON, TN

