Dickson County High School

Courses for our Cougar Nation
2020 - 2021

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#seizetheday

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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 the Dickson County Board of Education not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and Section 504 of the Federal Rehabilitation Act of 1973

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 post-secondary education, every student enrolled in a Tennessee public school during their eleventh (11th) grade year shall take either the ACT or SAT. All students enrolled in a Tennessee public high school must take the United States Civics Test. These test must be taken to be awarded a diploma.

*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.**

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
Focus Area	3 credits
Total Credits	22 credits

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.

GRADUATION WITH HONORS/DISTINCTION

1. Graduate with Honors: Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT.

2. Graduate with Distinction: Students will be recognized 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 transcripted post-secondary credit.

PROGRAM OF STUDY – FOCUS AREAS

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

Science, Technology, Engineering & Math (STEM) (non-CTE) Program of Study

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

Humanities Program of Study

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

Fine Arts Program of Study

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

JROTC Program of Study

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

Agriculture - Select 1 Program of Study

1. Veterinary & Animal Science
2. Agricultural Engineering and Applied Technologies
3. Horticulture Science

Architecture and Construction - Select 1 Program of Study

1. Residential & Commercial Construction Technology
2. Architectural & Engineering Design (CAD)

Arts, A/V Technology & Communication

1. Digital Arts & Design

Business Management & Administration

1. Business Management

Education and Training

1. Teaching as a Profession K-12

Health Science - Select 1 Program of Study

1. Diagnostic Services
2. Nursing Services
3. Therapeutic Services

Human Services

1. Dietetics & Nutrition

Law, Public Safety, Corrections & Security Program

1. Law Enforcement Services

Science, Technology, Engineering and Math (STEM) - Select 1 Program of Study

1. Project Lead the Way - Engineering
2. Mechatronics (Offered at Tennessee College of Applied Technology– Consult with Guidance)

Transportation, Distribution, & Logistics

1. Automotive Maintenance and Light Repair

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 (RTI²) 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 (RTI²) 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 RTI² 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 10th 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.

CREDIT RECOVERY INFORMATION

What is a Credit Recovery Course?

It is a course the student has previously taken, earning a final grade falling between 50 and 69 or did not earn credit for other reasons (attendance).

Credit Recovery is a program to enable students to complete unearned credit through an independent, self-directed online learning environment.

Eligibility

- Open to any student in grades 10-12
- Must have written consent from guardian.
- Must meet with your school counselor to develop a detailed graduation plan.
- Credit Recovery Enrollment is not guaranteed; your counselor may enroll you back in a traditional classroom to repeat the failed course.

Credit Recovery Goals

- Stay on track to graduate on time with your class.
- Avoid falling further behind on satisfying your graduation requirements.
- Avoid the need to attend summer school.
- Complete the failed course within the time frame outlined by the school counselor.

Grading

- The original grade will remain on your transcript.
- The state board of education requires that completed Credit Recovery Courses receive a final grade of 70.
- The Credit Recovery course grade will be added to your transcript.

About Edgenuity Online Courses

Edgenuity's direct-instruction videos feature expert, on-screen teachers who explain concepts, model strategies, provide examples, and make real-world connections. Students stop to complete tasks that check for understanding. Students can pause or rewind videos to take notes or review concepts as they progress through instruction at their own pace.

Credit + Concept Recovery

Self-paced learning and pretesting allow students to spend more time on what they need and less time on content they've already mastered so students can catch up and graduate on time.

Notes:

Not all colleges/universities accept credit recovery course credits.
The NCAA may not accept credit recovery courses for eligibility course credits.

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.

STATE REQUIRED 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 (11th grade).
As a strategy for assessing student readiness for post-secondary 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.

EARLY POST-SECONDARY OPPORTUNITIES (EPSO's)

Early post-secondary opportunities (EPSOs) include a course and/or exam that give students a chance to obtain post-secondary credit while still in high school. Courses (whether stand-alone or in conjunction with an exam for post-secondary credit) **must** be aligned to post-secondary standards.

Early post-secondary opportunities allow students to:

- Earn post-secondary credits while in high school.
- Become familiar with post-secondary rigor and expectations.
- Develop confidence and skills for success in post-secondary learning.
- Make informed post-secondary and career decisions.
- Decrease the time and cost of completing a certificate or degree.

DCHS EPSO's Tentative for 2020-2021

Advanced Placement (AP)

- AP Biology
- AP Chemistry
- AP English III – Language and Composition
- AP Environment Science
- AP French IV
- AP Government
- AP Spanish IV

Dual Enrollment

- APSU Dual Enrollment Collaborative
- Probability and Statistics – NSCC – Math 1510
- Pre-Calculus I and II – NSCC (6 credit hours possible) - Math 1710 and Math 1720
- Calculus – NSCC – Math 1910
- Automotive Maintenance and Light Repair - TCAT Dickson
- On Site Classes – TCAT Dickson
- HVAC – Early College @ TCAT Dickson
- Digital Arts – TCAT Dickson
- Teaching as a Profession III

State Dual Credit

- Psychology

Local Dual Credit

- Intro to Criminal Justice – CRMJ-1010DC - NSCC
- Criminal Investigation – CRMJ-1340DC - NSCC
- Intro to Crime Scene Investigation – CRMJ-1360DC - NSCC
- Intro to Business – BUSN-1305DC - NSCC
- Entrepreneurship – ENTR-1600DC – NSCC
- Intro to Engineering Technology – ENGT-1000DC - NSCC
- Technical Graphics – ENGT-1150DC – NSCC
- Computer Aided Drafting I – CAD 1200 – NSCC
- 3D Design with Revit Arch I – CAD 1650 - NSCC
- Greenhouse Management & Intro to Ornamental Horticulture – PLSO 1101 – MTSU
- Intro to Animal & Veterinary Science – ANSC 1410 – MTSU

Industry Certifications – (Certifications can depend upon student interest and federal grant money)

- Agriculture – Commercial Pesticide (18+), OSHA 10
- Architecture & Construction - NCCER Core Curriculum, NCCER Construction Technology, OSHA 10
- Business Management & Administration - G Suite Certification (Google Suite)
- Digital Arts & Design – Adobe Certified Associate **
- Health Science – Certified Nursing Assistant
- Automotive Maintenance and Light Repair – Automotive Service Excellence Entry Level Certification

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.

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 2020-21 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

Austin Peay State University - 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.

Effective Fall 2019, in order to participate in the dual enrollment program at Austin Peay State University, you should first meet the following APSU admissions requirements:

- Complete your sophomore year of high school.
- Be recommended by your high school principal or school counselor.
- Have your parent's permission to enter the program.
- Maintain a cumulative high school GPA of 3.0 on a 4.0 scale OR have earned a 21 composite ACT score.
- Test scores - official scores only please; student reports cannot be accepted.

Note: although you may be admitted to the program via the above criteria, some courses will require college-level scores (ACT or equivalent tests scores):

ENGL 1010: ACT E-18, ACT R-19
All math courses: ACT M-19
MATH 1530: ACT M-19, ACT E-18, ACT R-19

Equivalent accepted college-level test scores:

Official Test Scores	ACT	SAT	PreACT	PSAT	Next Gen Accuplacer
English Min. Subscore	**18**	490*	18	25*	250
Math Min. Subscore	**19**	500	19	24.5	250
Reading Min. Subscore	**19**	500*	19	25	250

- APSU will accept the reading PSAT score for both English and reading college-level requirements.
- SAT Evidence-Based R/W scores are used for both English and reading.
- We also accept COMPASS and ASSET scores.
- Unfortunately, we cannot accept Practice ACT scores, only PreACT.

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	Austin Peay State University
www.nscc.edu/admissions/highschool-programs (615) 353-3269 highschoolprograms@nscc.edu	www.apsu.edu/govnow (931) 221-7175 govnow@apsu.edu

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 Local Dual Credit?
Local dual credit is a high school course aligned to a local post-secondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local post-secondary institution. Courses are taught by licensed high school teachers or certified college instructors approved by the school system and the post-secondary institution.

What are Industry Certifications?
Industry Certifications (IC) are earned through secondary and post-secondary career and technical education programs and courses.

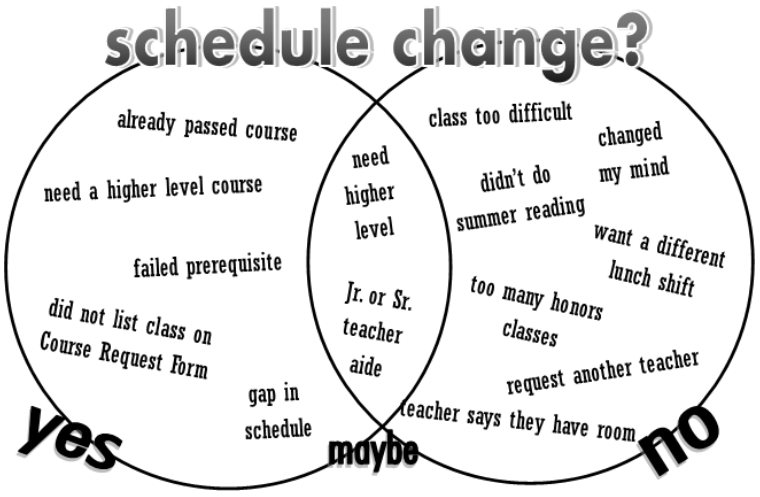
HIGH SCHOOL VOCABULARY

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

SCHEDULING POLICIES

A high school sets its sections and builds its Master Schedule based entirely on student requests for courses. The spring registration determines the courses the school will offer the following fall. Once the Master Schedule has been created, students are obligated to take the courses they requested. Students, therefore, should plan their schedules in a thoughtful, careful manner to match their abilities and educational goals.

- **Students must request enough courses to total 7 credits.**
- **9th Grade Placement:** 9th Grade student will be placed into core classes with the following procedures. 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.
- **4th Year Math:** 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.
- **Post Registration:** 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.
- **Change Request Form Deadline:** Students can change their mind, complete a change request form and turn it in before March 27, 2020. **Absolutely, no mind change request will be accepted after March 27, 2020.**
- **The Only Changes Allowed in August:** Valid schedule corrections only to update course selections based on summer school credits or to correct a scheduling error made by the school take place the first 10 days of school. From the 11th day of school through the 15th day of school, Juniors and Seniors can drop an elective class and submit a schedule change form to become a teacher's aide if space allows.
- **No Dropping in Level:** Students who requested Honors or Advanced Placement courses in the spring will be obligated to take these courses in the fall. Students may not drop a course or level because they have changed their minds, did not do the summer reading/assignments, or desire a different teacher.
- **Request for Specific Teacher:** A student may not request a transfer from one teacher to another or request to have a specific teacher.
- **Full Year Courses Last One Year:** Full-year courses may not be dropped at the end of the first semester, even if the course does not fulfill a core requirement. The usual consideration is whether the student has been academically misplaced.
- **Problems with a Class:** A student who is experiencing problems in a class will not be removed from the class. When problems develop, the following procedures should be followed:
  1. The students should consult the teacher for ways to improve.
  2. The student is expected to engage in the solutions offered by the course instructor. This may include but is not limited to one-to-one tutoring with the teacher, small group tutoring offered before or after school or additional remediation projects.
  3. If the problem still exists, the parent should talk to the teacher. Conversation can occur over the phone or through e-mail, but the best communication is person to person.
  4. If the problem continues to exist, the parent can request a school meeting that includes the teacher, the student, the parent(s), the appropriate school counselor, and the grade-level assistant principal. The team will form a plan of action.



Administration

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Guidance Department

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Mrs. Stephanie Allison, 11th Grade Counselor
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Mrs. Robin Gunn, 10th Grade Counselor
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TBA, 9th Grade Counselor
Mrs. Kristen Deaton, College/Career Advisor
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Mrs. Alicia Corlew, Social Worker
acorlew@dcstn.org
Mrs. Amy Fitzgerald, Registrar
afitzgerald@dcstn.org
Mrs. Sandy Jones, Secretary
sjones@dcstn.org

Tentative Calendar of Registration Events

February 5, 2020

- Pass out Course Schedule Planning Worksheets, Course Request Forms and Course Catalogs in Homeroom at DCHS

February 20, 2020

- 8th Grade Student and Parent Information Night for BMS & DMS at Walnut Street Church of Christ - 6:00 p.m.

February 25-27, 2020

- Incoming 9th Grade Registration at DCHS
  - Tues, Feb 25th: 3:30 - 6:00 pm Last Name A - H
  - Wed, Feb 26th: 3:30 - 6:00 pm Last Name I - P
  - Thurs, Feb 27th: 3:30 - 6:00 pm Last Name Q - Z

March 23, 2020

- **Course Verification Forms sent home for review and parent signature.**

March 24-27, 2020

- Signed Course Verification Forms/Change Request forms can be completed and turned in.

March 27, 2020

- **Final Deadline to submit Course Change Request.**

Skyward Information

Skyward Family & Student Access Overview

Dickson County High School is dedicated towards helping all parents and guardians to be easily involved with their child's educational team. In our ongoing effort to increase communication between school and home, we are pleased to offer Skyward Family Access to our families. Skyward is our statewide student information system, and all families have access to the system. With this online ability, you will be able to view your child's schedule, daily attendance, quarter/semester grades and grade books, and general and emergency information. The information is on a secure server, and you will access the information using a unique login and password. Your Family Access login will work for all children who live in your household, regardless of grade level or school of attendance. Please contact your child's school for instructions on how to obtain your login.

Skyward Frequently Asked Questions

What is Skyward Family Access?
Dickson County High School realizes the important role that parents/guardians play in the education of children and the importance of parent/guardian involvement. Skyward Family Access is an easy to use web based tool for parents and guardians that provides secure, near real time information about your child's grades, attendance, class schedule, messages from teachers, and demographic information.

How do I get access to Skyward Family Access?
Your student's school sets up access at time of enrollment. If you do not remember how to access your account, please contact your school.

Do I need a separate account for each child? Can I see student information for children attending?
You will have one account that gives you access to all of your children attending school within this district.

Are passwords case sensitive?
Yes, passwords are case sensitive.

Can I change my password?
Yes, you will have the option to change your password once you login to Skyward Family Access.

What if I forget my password?
Go to the Skyward Family Access log in page and click on "Forgot Login/Password" link. You will receive an email with your username and a link for your password. Please follow the directions in the email to reset your password.

Will I need to sign up for Skyward Family Access every year?
No, once you have an active account it will remain active as long as you have a student enrolled.

Can/should I share my password with my student?
No, parents and students have different passwords because they have different types of access. Students in grades 9-12 will have their own Student Access account (login will be provided by the school). Student access in elementary and middle schools is at the discretion of each school. Skyward Family Access is password and user name protected. PLEASE KEEP YOUR PASSWORD AND USER NAME CONFIDENTIAL.

Is there a free mobile app for Skyward Family Access?
Yes, Skyward has a free mobile app available on all major platforms, including iOS, Android and Windows Mobile.

COURSE OFFERINGS & DESCRIPTIONS

ART

VISUAL ART I – Course # G05H08
1 Credit: 9th, 10th, 11th, 12th

As the foundation course, Art 1: 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 # G05H09
1 Credit: 10th, 11th, 12th
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 # G05H10
1 Credit: 11th, 12th
Prerequisite: Visual Art II and Teacher recommendation.

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 portolio 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 # G05HC4
½ Credit: 10th, 11th, 12th
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 $10 supply fee if enrolled in this class.***

3D ART (Art III Level - Specialty) - Course # G05H09-3D
1 Credit: 10th, 11th, 12th
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 # G05H09A3D
1 Credit: 11th, 12th
Prerequisite: Visual Art I, 3D Art and Teacher recommendation

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. ***There is a $20 supply fee if enrolled in this class.***

MIXED MEDIA with Printmaking (Art II - Specialty) - Course # G05HC6
½ Credit: 10th, 11th, 12th
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 $10 supply fee if enrolled in this class.***

ENGLISH – LANGUAGE ARTS

ENGLISH HONORS PROGRAM

The English Department offers Honors 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 Honors and AP.

NINTH GRADE ENGLISH

ENGLISH I – Course # G01H09
1 Credit: 9th

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 HONORS – Course # G01H09HON
1 Credit: 9th

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 – Course # G01H10
1 Credit: 10th

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 required to show proficiency on the End of Course Exam for English II.

ENGLISH II HONORS – Course # G01H10HON
1 Credit: 10th
Prerequisite: Students must have an A/B average in English I Honors ***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 Honors is a prerequisite for students wanting to take English III-AP.

ELEVENTH GRADE ENGLISH

ENGLISH III – Course # G01H11
1 Credit: 11th

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. Additional independent reading will be required throughout the school year. 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 AP LANGUAGE & COMPOSITION
Course # G01H17
1 Credit: 11th
Prerequisite: Grade of B in English II Honors or recommendation of 10th grade teacher.

AP Language and Composition 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.) A required summer reading list is supplied, with testing to be conducted early in the course.

ENGLISH COMPOSITION I DUAL ENROLLMENT – Course # GO1H30
½ Credit: 11th, 12th
Prerequisite*: *ACT English score of 18 or higher and a 3.0 or higher GPA.

Students must enroll in the dual enrollment course for college credit through Nashville State Community College. A study of style, syntax, and basic organizational patterns. Topics include various rhetorical patterns, audience, purpose, diverse perspectives, writing, revising, and editing. A minimum of 3 smaller papers and a longer documented research paper required. Independent reading, class discussion, regular attendance, and technology access required.

ENGLISH COMPOSITION II DUAL ENROLLMENT – Course # GO1H31
½ Credit: 11th, 12th
Prerequisite: Successful completion of English 1010

Students must enroll in the dual enrollment course for college credit through Nashville State Community College. The second semester study of English 1010, English 1020 is a study of argumentative and analytical writing. Topics include advanced methods of composition, analysis and explication of literature/ essays, elements of persuasion, use of evidence, and advanced methods of research. A minimum of 3 smaller papers and a longer argumentative paper/project required. Independent reading, class discussion, regular attendance, and technology access required.

TWELFTH-GRADE ENGLISH

ENGLISH IV – Course # G01H13
1 Credit: 12th

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 HONORS – Course # G01H13HON
1 Credit: 12th
Prerequisites: Students who have attained at least a B average in English III Regular.

The course is designed for students who plan to go to college but who choose not to enroll in English IV Dual Credit. This course will improve students' college reediness by teaching the basics of college-level essay writing. The course will also help students to improve their ACT English and ACT Reading scores. ***This course is not recommended for students currently enrolled in English 3 AP especially if they attain a 3 or higher on the May English AP Language and Composition Exam.***

ENGLISH COMPOSITION I DUAL ENROLLMENT – Course # GO1H30
½ Credit: 11th, 12th
Prerequisite*: *ACT English score of 18 or higher and/or AP score of 3 on AP Language exam.

Students must enroll in the dual enrollment course for college credit through Nashville State Community College. A study of style, syntax, and basic organizational patterns. Topics include various rhetorical patterns, audience, purpose, diverse perspectives, writing, revising, and editing. A minimum of 3 smaller papers and a longer documented research paper required. Independent reading, class discussion, regular attendance, and technology access required.

ENGLISH COMPOSITION II DUAL ENROLLMENT – Course # GO1H31
½ Credit: 11th, 12th
Prerequisite: Successful completion of English 1010

Students must enroll in the dual enrollment course for college credit through Nashville State Community College. The second semester study of English 1010, English 1020 is a study of argumentative and analytical writing. Topics include advanced methods of composition, analysis and explication of literature/ essays, elements of persuasion, use of evidence, and advanced methods of research. A minimum of 3 smaller papers and a longer argumentative paper/project required. Independent reading, class discussion, regular attendance, and technology access required.

AMERICAN LITERATURE DUAL ENROLLMENT – Course # G01H32
½ Credit: 12th
Prerequisite: Successful completion of English Comp II DE or AP English score of 3 or higher.

Students must enroll in the dual enrollment course for college credit through Nashville State Community College A survey of American literature from the time of Colonial expansion through the Civil War period. Topics include works of significant writers of fiction, poetry, prose, and/or drama, and the relevant historical context. A minimum of 3 smaller papers and a longer research paper/project required. Independent reading, class discussion, regular attendance, and technology access required.

BRITISH LITERATURE DUAL ENROLLMENT– Course # G01H33
½ Credit: 12th
Prerequisite: Successful completion of English Comp II DE or AP English score of 3 or higher.

Students must enroll in the dual enrollment course for college credit through Nashville State Community College A survey of British literature from Beowulf through the Restoration and the 18th century. Topics include the works of significant writers of fiction, poetry, prose, and/or drama, taking into account events in history that influenced them. A minimum of 3 smaller papers and a longer research paper/project required. Independent reading, class discussion, regular attendance, and technology access required.

CREATIVE WRITING – Course # G01H16
1 Credit: 9th. 10th, 11th, 12th

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.**

COMPETITIVE SPEECH & DEBATE – Course # G01H06
1 Credit: 9th, 10th, 11th, 12th

This course is an in-depth study of public speaking, debate and oral interpretation of literature. Students will learn to prepare and present several types of individual speeches, debate cases, 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 Speech Team. Students will be required to participate in at least two interscholastic contests each semester. Speech tournaments are held on Saturdays throughout the year. Former Forensics Class.

FUNDAMENTALS OF COMMUNICATION (Statewide Dual Credit)
Course # G01H71
1 Credit: 11th, 12th

This course is a college-level introductory communication course that explores the basic concepts of interpersonal, small group, and public communication. Topics include group communication, intercultural communication, interpersonal communication, the nature and value of language, nonverbal communication, persuasion and the art of rhetoric, public speaking, and listening skills. The class is conducted in a lecture/discussion format with numerous presentations and speech performance projects. At the end of the course, all students will take the Statewide Dual Credit exam and students with a passing score will receive credit for COMM 2025: Fundamentals of Communication at all public Tennessee universities and colleges.

WORLD LANGUAGES

FRENCH I - Course # G24H21
1 Credit: 10th, 11th

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 I HONORS - Course # G24H21HON
1 Credit: 9th

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 II - Course # G24H22
1 Credit: 10th, 11th, 12th

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 HONORS - Course # G24H22HON
1 Credit: 10th
Prerequisite: an A in French I Honors 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 HONORS - Course # G24H23HON
1 Credit: 11th, 12th
Prerequisite: A or B in French II Honors

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 # G24H25
1 Credit: 12th
Prerequisite: A or B in French III Honors

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 – Course # G24H04
1 Credit: 10th, 11th

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 1 HONORS – Course # G24H04HON
1 Credit: 9th

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 II – Course # G24H05
1 Credit: 11th, 12th

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 HONORS – Course # G24H05HON
1 Credit: 10th
Prerequisite: an A in Spanish I Honors or Teacher recommendation.

Spanish II ***Honors*** 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 HONORS – Course # G24H06HON
1 Credit: 11th, 12th
Prerequisite: A or B in Spanish II Honors

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 # G24H08
1 Credit: 12th
Prerequisite: A or B in Spanish III Honors

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

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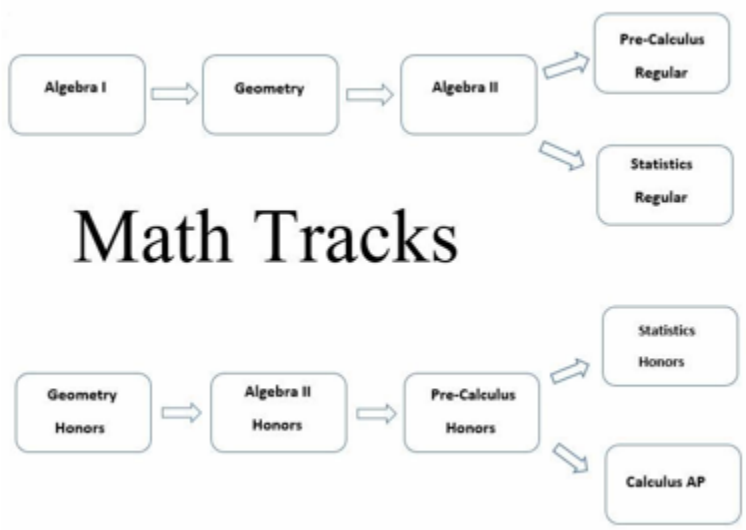
MATHEMATICS



ALGEBRA I – Course # G02H00
1 Credit: 9th, 10th

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 I HONORS – Course # G02H00HON
1 Credit: 9th
Prerequisite: Students will be selected for this class by the Math Coordinator

Honors Algebra I is a fast-paced, more rigorous math course. 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. This class includes projects, research, and the use of technology. **Not offer 2020-21 school year.**

ALGEBRA II – Course # G02H05
1 Credit: 10th, 11th. 12th
Prerequisite: Algebra I and Geometry

Algebra II emphasizes polynomial, absolute value, quadratic, radical, 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 HONORS – Course # G02H05HON
1 Credit: 10th, 11th
Prerequisite: Algebra I and Geometry Honors with at least a B average

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

GEOMETRY – Course # G02H11
1 Credit: 10th, 11th, 12th
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 HONORS – Course # G02H11HON
1 Credit: 9th, 10th
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 Honors. **This class includes projects, research, the use of technology, and may require a summer assignment/project.**

PRE-CALCULUS – Course # G02H23
1 Credit: 11th, 12th
Prerequisite: Algebra II

Pre-calculus 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.

PRE-CALCULUS I DUAL ENROLLMENT – Course # G02H90
½ Credit: 11th, 12th
Prerequisite: Algebra II Honors or 24 or higher on ACT Math; Dual Enrollment requires 3.0 GPA
Students must enroll in the dual enrollment course for college credit for Pre-Calculus through Nashville State Community College. A TI-84 graphing calculator is required for this course. Pre-Calculus is a 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. Students also use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data. Topics for student mastery include an in-depth study of trigonometry functions including identities and trig graphs along with their related transformations, vectors and matrix quantities, conic sections, sequences and series, parametric equations, and conic sections. ***This class includes projects, research and the use of technology, and may require a summer assignment/project.***

PRE-CALCULUS II DUAL ENROLLMENT – Course # G02H91
½ Credit: 11th, 12th
Prerequisite: Pre-Calculus I Dual Enrollment
Students must enroll in the dual enrollment course for college credit for Pre-Calculus through Nashville State Community College. A TI-84 graphing calculator is required for this course. This course is a continuation of Pre-Calculus I Dual Enrollment.

CALCULUS DUAL ENROLLMENT – Course # G02H51
1 Credit: 12th
Prerequisite: Pre-Calculus Honors Dual Enrollment; Dual Enrollment requires 3.0 GPA
Students must enroll in the dual enrollment course for college credit for Calculus through Nashville State Community College or be prepared to take the AP Calculus AB test at the end of the school year. A TI-84 graphing calculator is required for this course. Calculus is designed for students interested in STEM-based careers and builds on the concepts studied in Pre-Calculus. Calculus is the study of limits, the derivative as a rate of change, integration, and applications of integration. ***This class includes projects, research and the use of technology, and may require a summer assignment/project.***

STATISTICS – Course # G02H37
1 Credit: 12th
Prerequisite: Algebra II and ACT Math score of 19 or above
A TI-84 graphing calculator is required for this course. 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, justifying conclusions, and hypothesis testing.

STATISTICS DUAL ENROLLMENT – Course # G02H49
1 Credit: 12th
Prerequisite: A or B in Algebra II, Algebra II Honors, Pre-Calculus, or Pre-Calculus Honors Dual Enrollment. Dual Enrollment requires 3.0 GPA
Students must enroll in the dual enrollment course for college credit for Statistics through Nashville State Community College. A TI-84 graphing calculator is required for this course. 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 education majors and for students who plan to major in nursing or other medical fields. ***This class includes projects, research and the extensive use of technology.***

BRIDGE MATH – Course # G02H41
1 Credit: 12th
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 # G02H41SBM
1 Credit: 12th
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 4th 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.

SCIENCE

Science Course Track

1st Science Credit	2nd Science Credit	3rd Science Credit
Physical Science	Chemistry I	Biology I
Biology I - Honors	Chemistry I (H)	3rd Science

PHYSICAL SCIENCE – Course # G03H00
1 Credit: 9th
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 # C18H19
1 Credit: 9th, 10th
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 – Course # G03H03
1 Credit: 11th

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 I HONORS – Course # G03H03HON
1 Credit: 9th

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 that 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 AP - Course # G03H10
1 Credit: 11th, 12th
Prerequisites: Biology I Honors and Chemistry I Honors

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 # G03H02
1 Credit: 11th, 12th
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 # G03H12
1 Credit: 10th, 11th
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 HONORS – Course # G03H12HON
1 Credit: 10th
Prerequisites: Biology I Honors & 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 AP – Course # G03H16
1 Credit: 11th, 12th
Prerequisite: Chemistry Honors or a recommendation from their Chemistry I Teacher.

This course is designed to be the equivalent of a 1 year introductory college course in Chemistry. It is intended for student interested in pursuing college or career paths in Science, Engineering or Pre-Med. Students will further explore topics learned in Chemistry I with the addition of advanced topics such as equilibrium, kinetics and thermodynamics. Chemistry AP will focus on inquiry based laboratory investigation and mathematical models to explain phenomenon. **Students are expected to take the AP exam which costs approximately $95.**

ENVIRONMENTAL SCIENCE AP – Course # G03H25
1 Credit: 11th, 12th
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 # G03H20HON
1 Credit: 11th, 12th
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

SOCIAL STUDIES

SERVICE LEARNING: YOUTH LEADERSHIP – Course # C15H13
1 Credit: 11th, 12th

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 # G04H10
1 Credit: 9th, 10th

Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world.

This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

WORLD HISTORY & GEOGRAPHY HONORS – Course # G04H10HON
1 Credit: 9th
Co-requisite: English I Honors

This course is designed as a more rigorous examination of the last 500 years of global history. Students will study the Renaissance, Scientific Revolution, the Age of Absolutism to the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world.

Honors World History Students should have a love of history, reading and writing. Students will complete Geography standards at a quicker pace and may require some outside reading for class. Additionally, Honors students should be enrolled in Honors English and read and write at a higher level. This is not an AP class and there is no summer assignment.

PERSONAL FINANCE – Course # G04H36
½ Credit: 11th

Personal Finance is a course designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. The State Board of Education (SBE) has the authority to adopt academic standards for each subject area in grades K-12. The State Board of Education sets the requirements for high school graduation. Per SBE Rule, students must achieve a half (.5) high school level unit of Personal Finance in order to graduate with a high school diploma. Three years of JROTC may be substituted for one-half unit of Personal Finance if the JROTC instructor attends the Personal Finance training.

CONTEMPORARY ISSUES – Course # G04H17
1 Credit: 11th, 12th

Students will use inquiry skills to examine the issues that impact the contemporary world. Students will analyze the historical, cultural, economic, and geographic factors that have elevated certain issues to levels of concern in the United States and around the globe. Students will engage in research and problem solving in order to better understand and assess significant current issues.

U.S. GOVERNMENT & CIVICS – Course # G04H12
½ Credit: 11th

Students will study the purposes, principles, and practices of American government as established by the United States Constitution. Students will learn the structure and processes of the government of the state of Tennessee and local governments. Students will recognize their rights and responsibilities as citizens as well as how to exercise these rights and responsibilities at the local, state, and national levels.
This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

US GOVERNMENT AP – Course # G04H26
½ Credit: 11th
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 # G04H13
½ Credit: 12th

Students will examine the allocation of scarce resources and consider the economic reasoning used by consumers, producers, savers, investors, workers, and voters. Students will explore the concepts of scarcity, supply and demand, market structures, national economic performance, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine key economic philosophies and economists who have and continue to influence economic decision-making.

ECONOMICS HONORS – Course # G04H13HON
½ Credit: 12th
Prerequisite: Must have 3.0 GPA

This course is geared toward Juniors 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 # G04H11
1 Credit: 12th

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

Students will continue to use skills for historical and geographical analysis as they examine U.S. history after Reconstruction, with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of U.S. history. The reading of primary source documents is a key feature of the U.S. history course. Specific primary sources have been embedded within the standards for depth and clarity. Finally, students will focus on current human and physical geographic issues important in the contemporary U.S. and global society. This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in our nation's history.

This course is the second of a two-year survey of U.S. history and geography, continuing from 8th grade's study of U.S. history and geography. This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

SURVEY OF AMERICAN HISTORY I DUAL ENROLLMENT
Course # G04H48
½ Credit: 12th

This course is a college-level survey of United States history from Pre-Columbian civilizations to the present. Students completing this course receive 6 hours of college credit for U.S. History I & II. The class format and exams are similar to college classes, focused more on analysis and interpretation. In lieu of a traditional research paper, students will engage in playing "Reacting to the Past" games to teach research, writing, and speaking skills through immersive role playing experiences. This class satisfies the U.S. History & Geography Credit. **This is a Fall semester class.**

SURVEY OF AMERICAN HISTORY II DUAL ENROLLMENT
Course # G04H49
½ Credit: 12th

This course is a college-level survey of United States history from Pre-Columbian civilizations to the present. Students completing this course receive 6 hours of college credit for U.S. History I & II. The class format and exams are similar to college classes, focused more on analysis and interpretation. In lieu of a traditional research paper, students will engage in playing "Reacting to the Past" games to teach research, writing, and speaking skills through immersive role playing experiences. This class satisfies the U.S. History & Geography Credit. **This is a Spring semester class.**

PSYCHOLOGY – Course # G04H15
1 Credit: 11th, 12th
This course satisfies a Humanities requirement.

Students will study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students will also examine the structure and function of the nervous system in humans, the processes of sensation and perception, life span development, and memory, including encoding, storage, and the retrieval of memory. Students will look at perspectives of abnormal behavior and categories of psychological disorders, including treatment thereof. Students will elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels. Students will examine social and cultural diversity as well as diversity among individuals. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology.

PSYCHOLOGY HONORS (State Dual Credit) – Course # G04HB5
1 Credit: 11th, 12th

This course is a college-level survey of the field of psychology. Topics include historical and modern psychological perspectives, research methods, biopsychology, sensation and perception, consciousness, human development, learning theories, social psychology, memory, cognition and intelligence, motivation and emotion, personality theories, abnormal psychology, stress management, and psychotherapies. The class is conducted in a lecture/discussion format with numerous demonstrations and experiments. At the end of the course, all students will take the Statewide Dual Credit exam and students with a passing score will receive credit for PSYC 1030: Introduction to Psychology at all public Tennessee universities and colleges.

SOCIOLOGY – Course # G04H14
½ Credit: 11th, 12th

Students will explore the ways sociologists view society and how they study the social world. Students will examine culture, socialization, deviance, and the structure and impact of institutions and organizations as well as selected social problems and how change impacts individuals and societies. The following standards reflect those recommended by the American Sociological Association (ASA National Standards for High School Sociology).

OTHER COURSES

CAREER EXPLORATIONS – Fall - Course # C25X00-S1
½ Credit: 9th

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 post-secondary 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 # C25X00-S2
½ Credit: 9th

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 post-secondary 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 # G01H15
1 credit: 10th, 11th, 12th
Prerequisite: Students must complete an application and have 2 teacher recommendations.

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!

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 # G05X12CHO
1 Credit: 9th, 10th, 11th, 12th

Students who have never been in a choral group should sign up for this course. Students will study proper vocal technique and choral singing, music theory and history as well as participating in public performances throughout the year. ***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 # G05X12-WE
1 Credit: 10th, 11th, 12th

Students currently in Women's Ensemble, should sign up for this course. . Students will study proper vocal technique and choral singing, music theory and history as well as participating in public performances throughout the year. ***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 # G05X12-CC
1 Credit: 10th, 11th, 12th

Students currently in Concert Choir, should sign up for this course. . Students will study proper vocal technique and choral singing, music theory and history as well as participating in public performances throughout the year. ***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.**

BARBERSHOP/BEAUTYSHOP – Course # G05X12-BB
1 Credit: 11th, 12th
Prerequisite: Student must currently be in concert choir and an additional audition will be required.

This course is designed to create two small groups of performing ensembles. Barbershop will be one all male ensemble. Beautyshop will be one all female ensemble. They will meet and rehearse during the same class period.

GENERAL MUSIC – Course # G05H11
1 Credit: 9th, 10th, 11th, 12th

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.***

MUSIC HISTORY – Course # G05HB3
1 Credit: 9th, 10th, 11th, 12th

This course will provide students with an understanding of music, its importance and context in a selected range of historical periods. We will study the periods of music including offering a unit on Broadway music

and popular music. Additional elements of music theory and music performance may also be offered. This course satisfies a fine arts credit.

MUSIC THEORY – Course # G05H44
1 Credit: 9th, 10th, 11th, 12th
Prerequisite: Student must be participating in a Fine Arts Music performance based class or have studied private lessons.

Music theory is a class designed for the advanced musician to more thoroughly understand the components of music and music composition. Students will also be able to compose music and understand the guidelines used in music composed by others. This course satisfies a fine arts credit.

WIND ENSEMBLE (BAND) - Course # G05X14-WE
1 Credit: 9th, 10th, 11th, 12th
Prerequisite: Students will be placed in the course by recommendation of the director.

The purpose of this course is to provide musical enrichment for students. Students will study literature from all eras and provide opportunities for students to improve skills necessary to perform in the symphonic band. Each year the Dickson County High School Band travels to numerous contests, festivals, clinics, and athletic events. Members of this group also participate in marching band. The marching and concert bands present public performances throughout the year. As members of these groups, students are expected to spend time after school in rehearsals for special events. ***Fees will be charged for summer band camp, symphonic band camp, and trips. This course satisfies the fine arts requirement.***

PERCUSSION BAND – Course # G05X14-P
1 Credit: 9th, 10th, 11th, 12th
Prerequisite: The student will be placed in the course b recommendation of the director.

The purpose of this course is to provide musical enrichment for students. Students will study literature from all eras and provide opportunities for students to improve skills necessary to perform in the symphonic band. Each year the Dickson County High School Band travels to numerous contests, festivals, clinics, and athletic events. Members of this group also participate in marching band. The marching and concert bands present public performances throughout the year. As members of these groups, students are expected to spend time after school in rehearsals for special events. ***Fees will be charged for summer band camp, symphonic band camp, and trips. This course satisfies the fine arts requirement.***

SYMPHONIC BAND – Course # G05X14
1 Credit: 9th, 10th, 11th, 12th

The purpose of this course is to provide musical enrichment for students. Students will study literature from all eras and provide opportunities for students to improve skills necessary to perform in the symphonic band. Each year the Dickson County High School Band travels to numerous contests, festivals, clinics, and athletic events. Members of this group also participate in marching band. The marching and concert bands present public performances throughout the year. As members of these groups, students are expected to spend time after school in rehearsals for special events. ***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 # G05H16
1 Credit: 9th, 10th, 11th, 12th

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 # G05H17
1 Credit: 10th, 11th, 12th
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

Note: Students may take ONE credit (2 courses - ½ credit each) of PE each year. The credits do not have to be in the same class.

LIFETIME WELLNESS – Course # G08H02
1 Credit: 9th, 10th

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 JROTC.**

COMPETITIVE SPORTS – FALL – Course # G08H00CS1
½ Credit: 10th, 11th, 12th

This class will combine skills and strategies that will lead to a competitive team environment. Flag Football, speedball, volleyball and whiffle-ball are some of the activities offered in this class. Tournament play will be featured. This is a physically demanding, highly competitive class and is recommended for only those students who enjoy a high level of physical activity and competiveness. **This class will require each student to dress out in order to participate.**

COMPETITIVE SPORTS – SPRING – Course # G08H00CS2
½ Credit: 10th, 11th, 12th

This class will combine skills and strategies that will lead to a competitive team environment. Flag Football, speedball, volleyball and whiffle-ball are some of the activities offered in this class. Tournament play will be featured. This is a physically demanding, highly competitive class and is recommended for only those students who enjoy a high level of physical activity and competiveness. **This class will require each student to dress out in order to participate.**

LIFETIME FITTNESS – FALL – Course # G08H00LS1
½ Credit: 10th, 11th, 12th

This course will focus on activities that a student can pursue in his/her adult life in order to maintain a level of physical and mental fitness. Swimming, Tennis, Badminton, Aerobics, Basketball, Power Walking and body weight exercises are some examples of the activities included in this course. **This class will require each student to dress out in order to participate.**

LIFETIME FITTNESS – SPRING – Course # G08H00LS2
½ Credit: 10th, 11th, 12th

This course will focus on activities that a student can pursue in his/her adult life in order to maintain a level of physical and mental fitness. Swimming, Tennis, Badminton, Aerobics, Basketball, Power Walking and body weight exercises are some examples of the activities included in this course. **This class will require each student to dress out in order to participate.**

AEROBICS - Fall - Course # G08H00AS1
½ Credit: 10th, 11th, 12th

The objectives of an Aerobics class are to provide each student with the knowledge of why it is important to be physically fit and to give them an opportunity to improve their fitness level through daily exercise and activities. Each student will have the opportunity to learn and practice specific workouts that improve certain aspects of their health, such as their cardiovascular endurance, muscular fitness, flexibility, body composition and eating habits. Also, Aerobics will give students the opportunity to acquire important life skills such as teamwork, sportsmanship and a positive attitude about themselves and others. Our main goal is for students to take what they learn and use it out in the community and U.S.

AEROBICS – Spring - Course # G08H00AS2
½ Credit: 10th, 11th, 12th

The objectives of an Aerobics class are to provide each student with the knowledge of why it is important to be physically fit and to give them an opportunity to improve their fitness level through daily exercise and activities. Each student will have the opportunity to learn and practice specific workouts that improve certain aspects of their health, such as their cardiovascular endurance, muscular fitness, flexibility, body composition and eating habits. Also, Aerobics will give students the opportunity to acquire important life skills such as teamwork, sportsmanship and a positive attitude about themselves and others. Our main goal is for students to take what they learn and use it out in the community and U.S.

WEIGHT TRAINING – Fall – Course # G08H01WS1
½ Credit: 10th, 11th, 12th

This class meets for roll each day in the main gym. We will go down to the Field House except for days when there is really bad weather. Expect to lift weights if you take this class. We will do various workouts on different days for a total body workout. Dressing out is not required, but we recommend at least bringing a change of shirt each day.

Grading is based on 3 criteria: Attendance, Participation and Max Gains.
-1 point off attendance per each day absence
-1 point off participation for each day not participating
Max Gains: Required to go up 10 lbs. from one max out to the next. Grades are as follows: +10 = 100, +5 = 95, stay same = 90, -5 – 85, -10 = 80 and so on.

WEIGHT TRAINING – SPRING – Course # G08H01WS2
½ Credit: 10th, 11th, 12th

This class meets for roll each day in the main gym. We will go down to the Field House except for days when there is really bad weather. Expect to lift weights if you take this class. We will do various workouts on different days for a total body workout. Dressing out is not required, but we recommend at least bringing a change of shirt each day.

Grading is based on 3 criteria: Attendance, Participation and Max Gains.
-1 point off attendance per each day absence
-1 point off participation for each day not participating
Max Gains: Required to go up 10 lbs. from one max out to the next. Grades are as follows: +10 = 100, +5 = 95, stay same = 90, -5 – 85, -10 = 80 and so on.

FOOTBALL 9TH GRADE – Course # G08H01FB9
1 Credit: 9th

This course is designed for all 9th 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.**

FOOTBALL 10TH – 12TH GRADE - Fall – Course # G08H01FS1
½ Credit: 10th, 11th, 12th

This course is designed for all 10th, 11th & 12th 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.**

FOOTBALL 10TH – 12TH GRADE - Spring – Course # G08H01FS2
½ Credit: 10th, 11th, 12th

This course is designed for all 10th, 11th & 12th 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.**

BOY'S BASKETBALL – Course # G08H01-BB
1 Credit: 9th, 10th, 11th, 12th

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.**

GIRL'S BASKETBALL – Course # G08H01-GB
1 Credit: 9th, 10th, 11th, 12th

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.**

ATHLETIC CONDITIONING – All Other Sports – Full Year
Course # G08H01ACY
1 Credit: 9th, 10th, 11th, 12th

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.**

ATHLETIC CONDITIONING – All Other Sports – Fall
Course # G08H01ACF
1/2 Credit: 9th, 10th, 11th, 12th

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.**

ATHLETIC CONDITIONING – All Other Sports – Spring
Course # G08H01ACS
1/2 Credit: 9th, 10th, 11th, 12th

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.**

JUNIOR RESERVE OFFICER TRAINING (JROTC)

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.
- Maintain an acceptable standard of conduct, comply with the JROTC grooming standards and be physically capable to participate in the physical education program.
- Agree to wear the Army JROTC uniform one school day per week.

JROTC Course Substitutions/Equivalency Credits:

- JROTC (2 years) for Lifetime Wellness (1 credit) and Physical Education (1/2 credit)
- JROTC (3 years) for U.S. Government (1/2 credit) and Personal Finance (1/2 credit)

JROTC Leadership and Education I (LET 1) – Course # G08H04
1 Credit: Level 1 – 1st 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 staring with the graduating class of 2021.

JROTC Leadership and Education II (LET 2) - Course # G08H05
1 Credit: Level 2 – 2nd 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 staring with the graduating class of 2021.

JROTC Leadership and Education III (LET 3) – Course # G08H06
1 Credit: Level 3 – 3rd 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 staring with the graduating class of 2021.

JROTC Leadership and Education IV (LET 4) – Course # G08H07
1 Credit: Level 4 – 4th 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 staring with the graduating class of 2021.

Dickson County High School
CAREER & TECHNICAL EDUCATION

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. Horticulture Science
   c. Agricultural Engineering and Applied Technologies

2) Architecture and Construction
   a. Residential & Commercial Construction
   b. Architectural & Engineering Design

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) Health Science
   a. Diagnostic Services
   b. Nursing Services
   c. Therapeutic Services

7) Human Services
   a. Dietetics and Nutrition

8) Law, Public Safety, Corrections, & Security
   a. Criminal Justice and Correction Services

9) Science, Technology, Engineering & Math (STEM)
   a. Project Lead the Way
   b. Architectural & Engineering Design

10) 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 (TCAT). 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 35 of this registration bulletin. Arrangements must be made through the school 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.***

****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 # C18H19
1 Credit: 9th, 10th

Agriscience is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and post-secondary 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.

SMALL ANIMAL SCIENCE – Course # C18H20
1 Credit: 10th, 11th, 12th
Prerequisite: Agriscience

Small Animal Science is an intermediate 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 anatomy and physiological systems of
different groups of small animals, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for more advanced coursework in veterinary and animal science.

LARGE ANIMAL SCIENCE – Course # C18H27
1 Credit: 11th, 12th
Prerequisite: Small Animal Science

Large Animal Science is an applied course in veterinary and animal science for students interested in learning more about becoming a veterinarian, vet
tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of large animals, as well as careers, leadership, and history of the industry. Upon completion of this course, proficient students will be prepared for success in the level-four Veterinary Science course and further post-secondary training. **Large Animal Science is a Local Dual Credit (3 Hours) course with MTSU. Ask the teacher for more information.**

VETERINARY SCIENCE – Course # C18H21
1 Credit: 11th, 12th
Prerequisite: Large and Small Animal Science

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

WORK-BASED LEARNING – Course # C25H16
2 Credit: 12th
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 post-secondary and career readiness knowledge and skills.

HORTICULTURE SCIENCE PROGRAM OF STUDY

AGRISCIENCE – Course # C18H19
1 Credit: 9th, 10th

Agriscience is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and post-secondary 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 PLANT SCIENCE AND HYDROCULTURE
Course # C18H30
1 Credit: 10th, 11th, 12th
Prerequisite: Agriscience

Principles of Plant Science and Hydroculture focuses on essential knowledge and skills related to the science of plant growth. This course covers principles of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics. Upon completion of this course, proficient students will be prepared for more advanced coursework in horticulture science. ***Offered on alternating years. Course will be available for the 2021-22 school year.***

GREENHOUSE MANAGEMENT – Course # C18H17
1 Credit: 10th, 11th, 12th
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 Local Dual Credit (3 Hours) course with MTSU. Ask the teacher for more information.** **** Offered on alternating years. Course will be available for the 2020-21 school year.***

WORK-BASED LEARNING – Course # C25H16
2 Credit: 12th
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 post-secondary and career readiness knowledge and skills.

AGRICULTURAL ENGINEERING AND APPLIED TECHNOLOGIES PROGRAM OF STUDY

AGRISCIENCE – Course # C18H19
1 Credit: 9th, 10th

Agriscience is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and post-secondary 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 # C18H12
1 Credit: 10th, 11th
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 2020-21 school year.***

AGRICULTURAL POWER AND EQUIPMENT
Course # C18H13
1 Credit: 10th, 11th
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 post-secondary institution.
Offered on alternating years. Course will be available for the 2021-22 school year.

WORK-BASED LEARNING – Course # C25H16
2 Credit: 12th
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 post-secondary and career readiness knowledge and skills.

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 # C17H15
1 Credit: 9th, 10th

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 # C17H24
2 Credits: 10th, 11th, 12th
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 # C17H25
1 Credit: 11th, 12th
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 # C25H16
2 Credits: 12th
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 post-secondary and career readiness knowledge and skills.

ARCHITECTURAL & ENGINEERING DESIGN PROGRAM OF STUDY

ARCHITECTURAL & ENGINEERING DESIGN I (CAD I)
Course # C17H13
1 Credit: 9th, 10th, 11th, 12th

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 # C17H14
2 Credits: 10th, 11th, 12th
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 # C17H10
1 Credit: 11th, 12th
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 # C25H16
2 Credits: 12th
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 post-secondary 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	Graphic Designer
Photographer	Illustrator

DIGITAL ARTS DESIGN PROGRAM OF STUDY

DIGITAL ARTS & DESIGN I – Course # C11H06
1 Credit: 9th, 10th

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 # C11H05
1 Credit: 10th, 11th, 12th
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.
NOTE: Dual enrollment opportunity at TCAT Dickson for this course. See teacher for more information.

DIGITAL ARTS & DESIGN III – Course # C11H16
1 Credit: 11th, 12th
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. **NOTE: Dual enrollment opportunity at TCAT Dickson for this course. See teacher for more information.**

WORK-BASED LEARNING - Course # C25H16
2 Credits: 12th
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 post-secondary 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	Management Analyst
Office Clerk	Marketing Manager
Human Resources Manager	Receptionist
Administrative Assistant	Information Systems Manager

BUSINESS MANAGEMENT PROGRAM OF STUDY

INTRODUCTION TO BUSINESS & MARKETING
Course # C12H26
1 Credit: 9th, 10th

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 # C29H00
1 Credit: 10th, 11th, 12th
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 post-secondary training.

Or

BUSINESS COMMUNICATIONS – Course # C12H16
1 Credit: 10th, 11th, 12th

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 # C12H17
1 Credit: 11th, 12th

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.

WORK-BASED LEARNING – Course # C25H16
2 Credits: 12th
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 post-secondary 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	Child Care Worker
High School Teacher	College Professor
School Administrator	Physical Trainer
Corporate Trainer	Preschool Teacher

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

FUNDAMENTALS OF EDUCATION – Course # C32H00
1 Credit: 9th, 10th

Fundamentals of Education is a foundational course in the Teaching as a Profession program of study for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. Upon completion of this course, proficient students will Page 2 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 # C32H01
1 Credit: 10th, 11th
Prerequisite: Fundamentals of Education

Teaching as a Profession I (TAP I) is an intermediate course for students interested in learning more about becoming a teacher, school counselor, trainer, 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 # C32H02
1 Credit: 10th, 11th
Prerequisite: Teaching as a Profession I

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.

TEACHING AS A PROFESSION (K-12) Dual Enrollment
Course # C32H04
1 Credit: 11th, 12th
Prerequisite: Teaching as a Profession II or Mrs. Akins Approval
Students must meet the APSU Dual Enrollment admissions criteria of 3.0 HS GPA or 21 ACT Composite.

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.

WORK-BASED LEARNING – Course # C25H16
2 Credits: 12th
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 post-secondary and career readiness knowledge and skills.

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 # C14H14
1 Credit: 9th, 10th

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 # C14H09
1 Credit: 10th, 11th
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 # C14H12
1 Credit: 11th, 12th
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 # C14H11
2 Credits: 12th
Prerequisites: Students must have successfully completed a course in Medical Therapeutics, Pharmacological Services, or Medical Diagnostics; 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.**

NURSING SERVICES PROGRAM OF STUDY

HEALTH SCIENCE EDUCATION - Course # C14H14
1 Credit: 9th, 10th

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 # C14H09
[FOR HEALTH SCIENCE PROGRAMS OF STUDY]
1 Credit: 10th, 11th
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 # C14H15
1 Credit: 11th, 12th
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 # C14H16
2 Credits: 12th
Prerequisites: Students must have successfully completed a course in Health Science Education, Anatomy & Physiology and Medical Therapeutics; must provide their own clinical uniforms and transportation to clinical site.
APPLICATION REQUIRED – Class size limited to 15 students.

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. **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.**

THERAPEUTIC SERVICES PROGRAM OF STUDY

HEALTH SCIENCE EDUCATION – Course # C14H14
1 Credit: 9th, 10th

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 # C14H09
[FOR HEALTH SCIENCE PROGRAMS OF STUDY]
1 Credit: 10th, 11th
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 # C14H15
1 Credit: 11th, 12th
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.

PHARMACOLOGICAL SCIENCES - Course # C14H20
1 Credit: 11th, 12th
Prerequisite: Anatomy and Physiology

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 # C14H11
2 Credits: 12th
Prerequisites: Students must have successfully completed a course in Medical Therapeutics, Pharmacological Services, or Medical Diagnostics; 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.**

HUMAN SERVICES

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

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
DIETETICS AND NUTRITION PROGRAM OF STUDY

INTRODUCTION TO HUMAN STUDIES – Course # C19H19
1 Credit: 9th, 10th

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 # C19H15
1 Credit: 10th, 11th, 12th
Prerequisite: Introduction to Human Studies

Nutrition Across the Lifespan is for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursing 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 # C19H16
1 Credit: 11th, 12th
Prerequisite: Nutrition Across the Lifespan

Nutrition Science and Diet Therapy is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. 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 emphasize 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 # C25H16
2 Credits: 12th
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 post-secondary 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 # C30H00
1 Credit: 9th, 10th

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 # C30H01
1 Credit: 10th, 11th
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 post-secondary or career opportunities in associated fields.

CRIMINAL JUSTICE III – Course # C30H02
1 Credit: 11th, 12th
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 # C25H16
2 Credits: 12th
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 post-secondary 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	Biologist
Hazardous Materials Technician	Physicist
Mechanical Engineer	Nuclear Technician
Astronomer	Agricultural Engineer
Industrial Engineer	

PROJECT LEAD THE WAY ENGINEERING PROGRAM OF STUDY

INTRODUCTION TO ENGINEERING (PLTW)
Course # C21H19
1 Credit: 9th, 10th

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 # C21H20
1 Credit: 10th, 11th
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 # C21H25
1 Credit: 11th, 12th
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.

DIGITAL ELECTRONICS – Course # C13H07
1 Credit: 11th, 12th
Prerequisite: Principles of Engineering (PLTW)

Digital Electronics is the foundation of all modern electronic devices such as cell phones, apple watches, laptops, digital cameras, and high definition televisions. This course opens the door to understanding electronics and foundations of circuit designs. Students will learn how electronic circuits process and control digital signals. You will be exposed to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Students will gain hands on experience in building, designing, and testing digital electronics circuits.

WORK-BASED LEARNING - Course # C25H16
2 Credits: 12th
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 post-secondary and career readiness knowledge and skills.

ARCHITECTURAL & ENGINEERING DESIGN PROGRAM OF STUDY

ARCHITECTURAL & ENGINEERING DESIGN I (CAD I)
Course # C17H13
1 Credit: 9th, 10th, 11th, 12th

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 # C17H14
2 Credits: 10th, 11th, 12th
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 # C17H10
1 Credit: 11th, 12th
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 # C25H16
2 Credits: 12th
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 post-secondary 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 # C20H09
1 Credit: 9th, 10th

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 # C20H10
1 Credit: 10th, 11th
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 / IV
Course # C20H11
2 Credits: 11th, 12th
Prerequisite: Maintenance and Light Repair II

The Maintenance and Light Repair III/IV Students study and service suspension and steering systems and brake systems. Students also 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 MLR courses students will be able to take the tests for the ASE MLR certifications.* **NOTE: Dual enrollment opportunity through TCAT Dickson for this course. See teacher for more information.**

EARLY TECHNICAL COLLEGE

HEATING, VENTILATION, AIR CONDITIONING/REFRIGERATION PROGRAM OF STUDY

HEATING, VENTILATION, AIR CONDITIONING/ REFRIGERATION - Course # C17H03
3 credits: 11th, 12th

Classroom and shop learning experiences include theory, application, and service of air conditioning and refrigeration equipment. Included are print reading, basic electronics, pneumatics, math, programmable controllers, refrigerant containment certification (EPA certification), and heat pump technology. Upon completion, students are prepared to enter jobs as service technicians in a variety of domestic, industrial, and commercial settings. Students will be required to provide their own transportation to TCAT-Dickson. Class will run from 2:30-5:30. Students will be allowed to start school later and end early to equalize time. Students should be able to achieve 350+ hours / year. **Estimated length: 20 months**

Program Credentials	Hours	Credential
HVAC Mechanic Helper	432	Certificate
Domestic Unit Repair	864	Certificate
HVAC Technician	1296	Diploma
HVAC / Refrigeration Technician	1728	Diploma

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) Computer Aided Drafting I (CAD 1200)
CAD II	3D Design with Revit Arch I (CAD 1650) Auto Desk Inventor (CAD 2113)
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	Intro to Engineering Technology (ENGT 1000) Digital Electronics (EETH 1400)??

Tennessee College of Applied Technology - Dickson
This is considered Dual Enrollment
615-441-6220

www.tcatdickson.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 TCAT classes.

NOTE: Please contact your counselor during registration period for more information. These courses are for Seniors (12th grade) pending available seats at TCAT Dickson. Must provide own transportation and books, unless provided by district. Supply and equipment fee required. Must 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 TCAT after graduation.

DIESEL POWERED EQUIPMENT
3 Credits; 12th

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)
3 Credits; 12th

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.

MECHATRONICS
3 Credits; 12th

The Mechatronics technician ensures all components of a manufacturing operation that includes mechanics, electronics, control engineering and computing are all working properly. Mechatronics may alternately be called electromechanical systems or control and automation engineering/ technician. Because Mechatronics combines training in two existing fields - Industrial Maintenance and Machine Tool Technology - the multi-craft technician must know how to repair and troubleshoot a variety of systems. Students earning the Mechatronics diploma will be trained extensively in manufacturing processes with emphasis on accuracy and productivity, utilizing skills in pneumatics, hydraulics, robotics, computer controls and preventive maintenance. Graduates should be well-rounded, multi-craft technicians with the skills required to enter an on-the-job apprentice program.

MACHINE TOOL TECHNOLOGY
3 Credits; 12th

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
3 Credits; 12th

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
3 Credit; 12th

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 2020-2021 School Calendar

This is the credit checklist that Students and Parents should use to keep track of progress towards satisfying graduation requirements. Counselors keep the official credit checklist

DICKSON COUNTY HIGH SCHOOL
SIX-YEAR PLAN/CREDIT CHECKLIST

NAME: _____ **Graduation Year:** _____

FOCUS AREA (3 Credits): All students are required to complete three (3) credits in a focus area.

Check One: _STEM __ JROTC _Humanities _Fine Arts _CTE (_____)
Program of Study

GRADUATION REQUIREMENTS (22 Credits):

_____ English I
_____ English II
_____ English III
_____ English IV
_____ Math 1: (Alg I) _____
_____ Math 2: (Geom) _____
_____ Math 3: (Alg II) _____
_____ Math 4: (Upper-Level) _____
_____ Science 1: (Biology) _____
_____ Science 2: (Chem or Physics) _____
_____ Science 3: (Lab Sci) _____
_____ Personal Finance (1/2)
_____ Wellness
_____ Physical Education (1/2) _____

_____ Social Studies 1: (World History)
_____ Social Studies 2: (US History)
_____ Social Studies 3: (Economics 1/2)
_____ : (Government 1/2)
_____ Fine Arts Class _____
_____ World Lang I _____
_____ World Lang II _____
_____ Focus Area 1)_____
_____ Focus Area 2)_____
_____ Focus Area 3)_____
_____ _____
_____ _____
_____ _____

ELECTIVES:

____ _____ ____ _____
____ _____ ____ _____
____ _____ ____ _____
____ _____ ____ _____

Student Signature: _____ Parent Signature: _____

Counselor Signature: _____ Date: _____

Credit Summary for Counselor's Use Only

Grade:	Year:	Total Cr Attempt:	Cr Earned This Yr:	Total Cr to Date:	Date:
9					
10	_____	_____	_____	_____	_____
11					
12	_____	_____	_____	_____	_____

NOTE: 1 or ½ indicates student has earned this credit/ __*__ indicates student is enrolled in this course/ nce – no credit earned

#SEIZETHEDAY