

DICKSON COUNTY HIGH SCHOOL

COURSES FOR OUR COUGAR NATION
2023 - 2024



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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, (2) Satisfy the ACT & Citizenship Test Requirements and (3) 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 their subject readiness benchmarks on the ACT will graduate with honors. The benchmark set for each test is English-18, Math-22, Reading-22, and Science-23.
2. Graduate with Distinction: Students will be recognized by attaining a B average and completing at least one of the following:
 - Earn a nationally recognized industry certification.
 - Participate in at least one of the Governor's Schools.
 - Participate in one of the state's All State musical organizations.
 - Be selected as a National Merit Finalist or Semi-Finalist
 - Attain a score of 31 or higher composite score on the ACT
 - Attain a score of 3 or higher on at least two advanced placement exams.
 - Successfully complete the International Baccalaureate Diploma Program.
 - Earn 12 or more semester hours of transcribed post-secondary credit.

PROGRAM OF STUDY – FOCUS AREAS

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

Humanities Program of Study Course Offerings

African American History (1/2)	Psychology DE
Contemporary Issues	Sociology (1/2)
Creative Writing	Spanish III Honors
Competitive Speech & Debate	Speech Communication DE
Psychology	

Fine Arts Program of Study Course Offerings

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

Career and Technical Course Offerings - Select 1 Program of Study

Agriculture - Select 1 Program of Study

Agricultural Engineering and Applied Technologies
Horticulture Science
Veterinary & Animal Science

Health Science - Select 1 Program of Study

Nursing Services
Therapeutic Services

Human Services

Dietetics & Nutrition

Architecture and Construction - Select 1 Program of Study

Architectural & Engineering Design (CAD)
Residential & Commercial Construction Technology

Law, Public Safety, Corrections & Security Program

Law Enforcement Services

Arts, A/V Technology & Communication

Digital Arts & Design

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

Technology

Business Management & Administration

Business Management

Transportation, Distribution, & Logistics

Automotive Maintenance and Light Repair

Education and Training

Teaching as a Profession K-12

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

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 59 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.

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 60.
- 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.

STATE REQUIRED EXAMINATIONS

1. TN Ready testing will be conducted for students who are enrolled in the following courses, English I, English II, Biology I, 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.

2. Other state mandated testing includes: ACT (11th grade) and Civics Test

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. The Civics test is taken through U.S. Government/Civics or JROTC.

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.

Advanced Course Offering Include:

- Honors level – 3 rigor points
- Dual Credit – 3 rigor points
- Dual Enrollment – 4 rigor points
- Advanced Placement – 5 rigor points

Honors Courses Offerings

English	Math	Science	Social Studies	World Language
English I	Geometry	Biology I	World History & Geography	French I
English II	Algebra II	Chemistry	U.S. Government	French II
English III		Physics	Economics	Spanish I
English IV				Spanish II
				Spanish III

READY GRADUATE

The “Every Student Succeeds Act” (ESSA) requires reporting of an indicator to predict high school graduate performance in post-secondary training or the workforce. This indicator should represent proficiency beyond academics. The TN Ready Graduate indicator represents a holistic, well-rounded education, and to meet this requirement, students must fulfill at least one of the following criteria:

- Earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT)
- Complete four early post-secondary opportunities (EPSOs)
- Complete two EPSOs + earn an industry certification
- Complete two EPSOs + earn a score of military readiness, 31 or higher, on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)

Click to view more information on [Ready Graduate](#) and [Indicators](#)

EARLY POST-SECONDARY OPPORTUNITIES (EPSOs)

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.

Tentative DCHS EPSOs Offering for 2023-2024

Advanced Placement (AP)

Advanced Placement (AP) [<https://apstudents.collegeboard.org/>] classes are high school classes in which a student may test for college credit. Tests are given in May after coursework completion. Scores range from 1-5 and each college has its own rules about which score provides college credit (e.g. – Columbia State may accept a 3 or higher to earn credit for the course, whereas UTK would only accept a 4 or higher). Students should challenge themselves to take, and succeed, in an AP class as it is an excellent opportunity to expand your knowledge AND get credit for a college class.

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 workload.
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 2023-2024 are \$100 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.

Advanced Placement (AP)

- AP Biology
- AP Environment Science

Dual Enrollment

Dual Enrollment courses provides the opportunity for 11th and 12th grade students to earn college credit by attending a college class while still attending high school.

Learn more about Dual Enrollment Opportunities:

Austin Peay State University: www.apsu.edu/govnow

Nashville State Community College: <https://www.nsc.edu/admissions/high-school-programs>

TCAT: Dickson: <https://tcatdickson.edu/future-students/dual-enrollment>

Tennessee State University: <https://www.tnstate.edu/dualenrollment/>

What to information to look for on the website?

- Important Dates and Deadlines
- Program and Admission Requirements
- Application Process and Important Forms
- Dual Enrollment Grant and Scholarship Information
- Frequently asked questions
- Contact Information for the college

See your school counselor early in the spring semester to discuss how Dual Enrollment courses would affect your high school course schedule.

General Requirements for Dual Enrollment at APSU, NSCC and TSU

Please refer to each college website for the most up-to-date admission requirements. Due to Covid 19 some of the requirements listed below may have changed.

- 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 taking any Dual Enrollment class should discuss with a College/University Admissions Counselor to find out whether the course will transfer to the College or University they plan to attend following graduation.

Dual Enrollment Grant Information

THERE'S MONEY FOR YOU TO DO DUAL ENROLLMENT

APPLICATION DEADLINES

TERM	2-YEAR/4-YEAR	TCAT
FALL	SEPTEMBER 15	NOVEMBER 1
SPRING	FEBRUARY 1	MARCH 1
SUMMER	MAY 15	MAY 15

APPLY FOR THE DUAL ENROLLMENT GRANT (DEG) AT [TN.GOV/TSACSTUDENTPORTAL](https://tn.gov/tsacstudentportal) EACH ACADEMIC YEAR & CHECK OUT [COLLEGEFORTN.ORG](https://collegefortn.org) FOR MORE ABOUT TENNESSEE FINANCIAL AID.

TWO-YEAR OR FOUR-YEAR COLLEGE

To qualify for DEG at a two-year or four-year college, students must:

- Be a high school junior or senior
- Satisfy dual enrollment (DE) admissions criteria set by the college

To remain eligible for the grant, students must earn a cumulative 2.00 DE GPA for all courses attempted each semester.

Students dual enrolling at two colleges concurrently must contact the financial aid office at their primary DE college to complete a consortium agreement to receive funding for both colleges.

A student may still qualify for the HOPE Scholarship by achieving a 21+ ACT or 3.0 GPA upon graduation, even if the student loses DEG eligibility.


COURSE	AWARD
1	UP TO \$538.65
2	UP TO \$538.65
3	UP TO \$538.65
4	UP TO \$538.65
5	UP TO \$538.65
6 - 10	UP TO \$100/CREDIT HOUR

TN COLLEGE OF APPLIED TECHNOLOGY

Any high school student (9th – 12th grade) may qualify for DEG at a TN College of Applied Technology (TCAT), as long as they meet the TCAT admissions criteria.

DEG will pay for up to 1296 clock hours at a TCAT.

Students dual enrolling at a TCAT and a two-year or four-year college concurrently must contact the financial aid office at their primary DE college to complete a consortium agreement to receive funding for both colleges.



COLLEGE FOR TN

CLOCK HOURS	AWARD
1 - 40	\$205.80
41 - 80	\$277.20
81 - 135	\$418.95
136 - 217	\$728.70
218 - 340	\$1,176.00
341 - 450	\$1,315.65

Tennessee Higher Education Commission, Authorization No. 339317, 100,000 copies, August 2022. This public document was promulgated at a cost of \$.05 per copy.

2023 – 2024 Dual Enrollment Course Offerings

Dual Enrollment Courses offered via Two Year Community College and Four-Year Universities -Taught on DCHS campus

*You are expected to complete the fall semester and spring semester in most of these courses unless otherwise noted or prior permission is granted by the principal or school counselor.

Dual Enrollment Course	College Course #	Offered	Term	College Credit
Foundations of Education*	EDCU2100	APSU	Fall Semester	2
Intro to Early Childhood Education*	EDCU2200	APSU	Spring Semester	3
Early US History I*	HIST2010	APSU	Fall Semester	3
Modern US History*	HIST2020	APSU	Spring Semester only	3
Calculus	MATH1910	APSU	Spring Semester only	4
Statistics	MATH1530	NSCC	Spring Semester only	3
Pre-Calculus Algebra	MATH1710	NSCC	Fall Semester only	3
Pre-Calculus Trigonometry	MATH1720	NSCC	Spring Semester only	4
Fundamental of Communication	COMM2025	NSCC	Spring Semester	3
Intro to Criminal Justice*	CRMJ1010	NSCC	Fall Semester	3
Intro to Legal Process*	CRMJ1020	NSCC	Spring Semester	3
English Composition I*	ENG1010	NSCC	Fall Semester	3
English Composition II*	ENG1020	NSCC	Spring Semester	3
Introduction to Psychology	PSYC 1030	NSCC	Spring Semester	3

Dual Enrollment Programs offered at TCAT: Dickson

(Some are taught on DCHS Campus*, some are taught on TCAT: Dickson Campus.)

There may be a limited number of seats available for some classes at the TCAT: Dickson. Additional information in the CTE section of this course catalog. Other programs may be available depending on availability. See your School Counselor for more information.

Auto Tech*
 CAD*
 Digital Arts*
 HVAC
 Pre-Nursing
 Residential/Commercial Construction*

Dual Enrollment On-line Program offered at Tennessee State University (TSU)

Medical Terminology – HIMA 1040

APSU/District Collaborative

Austin Peay State University is working with various counties to offer dual enrollment at a central location in the county during the academic year; summer offerings are on the APSU campus.

Austin Peay offers high school students the opportunity to complete an Associate Degree while in high school. This can be accomplished in four ways: 1) completely online 2) on campus 3) a combination of on campus and online 4) a combination of online and at the student's high school.

The Associate of Science Liberal Arts degree requires 41 credit hours of core requirements and 18 hours of electives. It is hoped that students can complete many of the 18 elective hours in their intended major; the dual enrollment office will work with students, parents and counselors to ensure students enroll in viable courses. Although it is possible to complete, the Associate Degree while in high school, students would need to take an average of 10 hours per semester (three to four classes), including summer after the sophomore year and summer after the junior year. Depending on the student's previous high school courses, courses taken would count for high school and college credits or for college credits only.

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. Please note that to participate in the district collaborative, students must have [college-level math, reading and English scores](#) to enroll in the first summer set of classes.

Although the plans are designed primarily for rising juniors who will participate in the collaborative for two years, rising seniors may enroll in courses that are applicable to their needs and that will work with their high school schedule. Enrolling as a rising senior will not result in an associate degree. See your School Counselor for more details or visit https://www.apsu.edu/govnow/associate_degree_district_collaboratives/index.php

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 is located in the CTE section 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. Consult with your teacher, CTE counselor or school counselor if you have questions regarding local dual credit.

Local Dual Credit

- Intro to Criminal Justice – CRMJ-1010DC - NSCC
- Criminal Investigation – CRMJ-1340DC - NSCC

- Intro to Crime Scene Investigation – CRMJ-1360DC - NSCC
- EETC 1313 – DC Circuits - NSCC
- EETC 1314 – AC Circuits - NSCC
- EETC 1321 – Electronics I - NSCC
- EETC 1322 – Electronics II - NSCC
- Technical Graphics – ENGT-1150– NSCC
- CADD 1200 – NSCC
- CADD 1650 - NSCC
- Greenhouse Management & Intro to Ornamental Horticulture – PLSO 1101 – MTSU
- Intro to Animal & Veterinary Science – ANSC 1410 – MTSU

What are Industry Certifications?

Industry Certifications (IC) are earned through secondary and post-secondary career and technical education programs and courses. Consult with your teacher, CTE counselor or school counselor if you have questions regarding industry certifications.

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 Clinical Medical Assistant
- Health Science – Certified Nursing Assistant
- Health Science - Certified Patient Care Technician
- Automotive Maintenance and Light Repair – Automotive Service Excellence Entry Level Certification, Tire Pressure Management System, OSHA 10, Snap-On Electronic and Mechanical Torque, Snap-On Battery Charging and Starting, Snap-On Multimeter
- Dietetics and Nutrition - ServSafe Food Handler
- STEM (CAD / Technology) – Autodesk Inventor Certified User, Autodesk AutoCAD Certified User

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 course request process in your first-choice selection is not available. You should list courses you would be willing to take in event there is a schedule conflict. List four or more back-up course 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 designed 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

Ready Graduate Indicator: The Ready Graduate indicator is a new accountability metric in Tennessee's Every Student Succeeds Act (ESSA) plan and is aligned to the goals in the department's strategic plan, Tennessee Succeeds. The Ready Graduate indicator measures the percentage of students who earn a diploma from a Tennessee high school and meet success milestones that increase their probability of seamlessly enrolling in postsecondary education and securing high-quality employment.

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

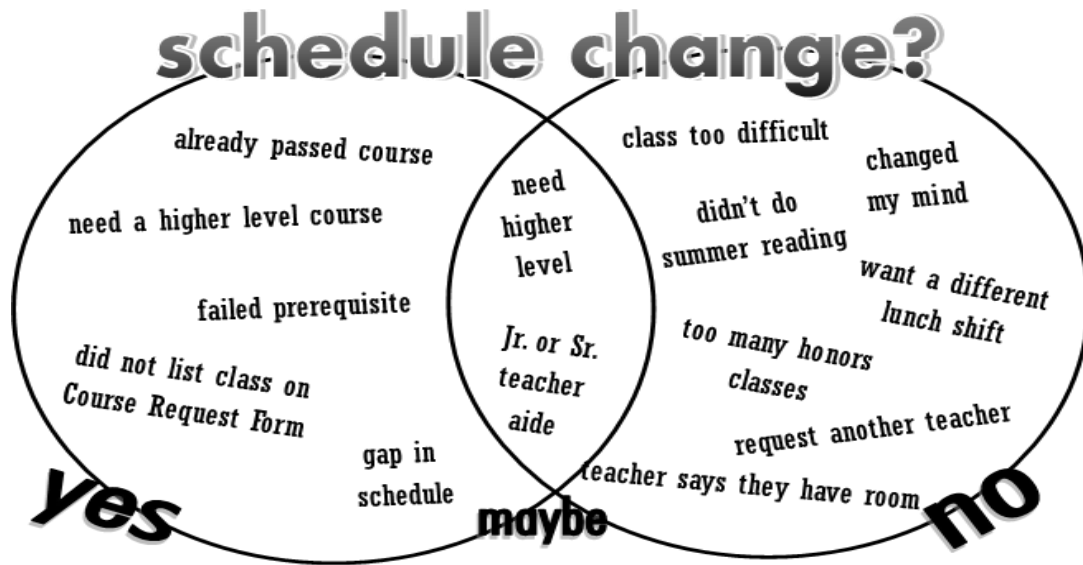
Unit: The value assigned to a course upon successful completions (also called credit)

SCHEDULING POLICIES

Our Course Request Process for the upcoming school year begins in the spring semester. Our Master Schedule is based on the requests submitted during this spring process. The spring registration determines the courses the school will offer the following fall. Once the Master Schedule has been created class scheduled are created for students. 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. Once next school year starts schedule changes are mainly limited to schedule corrections.

- **Students must request enough courses to total at least 7 credits.**
- **9th Grade Placement:** 9th Grade students will be placed into core classes with the following procedures: using test data and teacher recommendations. Parents and students who disagree with the recommended placement and would prefer their student take a higher or lower level class can request this at the time of course selections.

- **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 they selected. Parents and students are asked to review and make any changes or corrections then sign and return the form by the stated **deadline, April 6, 2023. This is your Mind Change Deadline!**
- **Change Request Form Deadline:** Students can change their mind, complete a change request form and turn it in before **April 6, 2023. Absolutely, no change request will be accepted after April 6, 2023.**
- **The Only Changes Allowed in August:** The only valid schedule corrections will be to update course selections based on summer school credits or to correct a scheduling error made by the school and take place the within the first 10 days of school.
- **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

Mr. Joey Holley, Principal
jholley@dcstn.org

Mrs. Katherine Perez, Assist. Principal
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Mr. Mitch Pierce, Assist. Principal
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Mrs. Stephanie Stiltner, Assist. Principal
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Mrs. Regina Webster, Assist. Principal
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Mr. Chuck Daniel, Interim Dean of Students
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Counseling Department

Mrs. Stephanie Allison, Class of 2027 Counselor
sallison@dcstn.org

Mrs. Donna Holt-Pollard, Class of 2025 Counselor
dholt@dcstn.org

Mrs. McKayla Spurlock, Class of 2024 Counselor
mspurlock@dcstn.org

Mrs. Robin Gunn, Class of 2026 Counselor
rgunn@dcstn.org

Mrs. Amy Fitzgerald, Registrar
afitzgerald@dcstn.org

Mrs. Tangi Dawson, Secretary
tangidawson@dcstn.org

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.

Helpful Links:

<https://www.dcostn.org/SkywardFamilyAccessInfo.aspx>

COURSE OFFERINGS & DESCRIPTIONS

ENGLISH – LANGUAGE ARTS

ENGLISH HONORS PROGRAMS

The English Department offers Honors 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 English Honors classes.

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 Honors.

ELEVENTH GRADE ENGLISH

Students wanting to take DE Comp I & II Senior year are encouraged to take English III Honors Junior year.

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 HONORS - Course # G01H11HON

1 Credit: 11th

Prerequisite: Grade of B in English II Honors or recommendation of 10th grade teacher.

English III Honors is a pre-college course designed to transition students from high school reading and writing expectations to the demands of college English. In this course, students will learn to read critically and to compose multi-page arguments and literary analyses. Emphasis will be placed on preparing students for the ACT exam in the spring. Summer reading as well as independent reading, class discussions, and public speaking are expected in this course. Students who complete this course will be prepared to take Dual Enrollment Composition 1010 through Nashville State Community College in their senior year.

ENGLISH COMPOSITION I DE – Course # GO1H30

1 Credit: 11th

Prerequisite: English II Honors and meet Nashville State admission requirements. Students must enroll in the dual enrollment course for college credit through NSCC.

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 DE will be offer your Senior year and count as your English IV credit. If a junior takes DE Comp I junior year and elects to not take DE Comp II senior year, they will be required to take English IV Honors.**

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 readiness 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 DE* – Course # G01H30

1 Credit: 12th

***You are expected to complete the fall semester and spring semester in most of these courses unless otherwise noted or prior permission is granted by the principal or school counselor.**

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. **This course offered during Semester 1. If a senior takes DE Comp I and wants out of Comp II, they will not be removed from the class. They simply will only receive a high school credit for Semester 2. The work will be the same.**

ENGLISH COMPOSITION II DE* – Course # G01H31

1 Credit: 12th

***You are expected to complete the fall semester and spring semester in most of these courses unless otherwise noted or prior permission is granted by the principal or school counselor.**

Prerequisite: Successful completion of English Comp. I DE or AP score of 4 on AP Language exam. 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. **This course is offered during Semester 2.**

RESEARCH WRITING FOR COLLEGE & CAREER - Course # Y01HA2

½ Credit: 11th, 12th

Strongly Recommend: 3.0 GPA and ACT English Score of 19 or higher.

Research for College & Career is a college-preparatory elective course designed to prepare juniors and seniors for writing college research papers, proposals, and projects in any field of study. Students will learn how to create a research proposal and to use all 3 major forms of college documentation (MLA, APA, and Chicago) to integrate sources. Readings are drawn primarily from the areas of science, humanities, and technology. Assignments will encourage students to explore the research resources, patterns of discourse, and conventions of their own major

disciplines. Students planning on attending a university who are not enrolled in DE English Composition are encouraged to enroll. **This is a 1 semester course.**

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 graduation requirement; however, this course does satisfy a Humanities Focus Area requirement.**

COMPETITIVE SPEECH & DEBATE – Course # G01H06

1 Credit: 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. **This course satisfies a Humanities Focus Area requirement.**

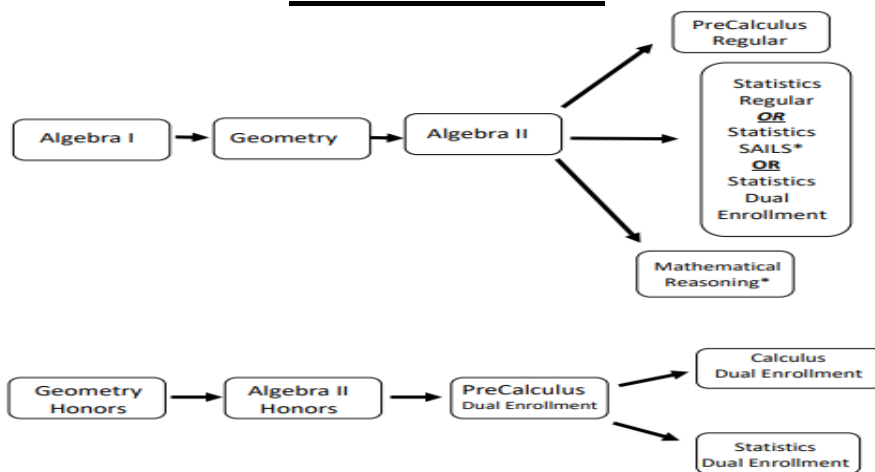
SPEECH COMMUNICATION DUAL ENROLLMENT – Course # G05H55

1 Credit: 11th, 12th

Students must meet Nashville State admission requirements. Students must enroll in the dual enrollment course for college credit through NSCC.

This course is a college-level introductory survey of the discipline of human communication that fulfills General Education requirements for oral communication at most postsecondary institutions. Topics include public speaking, group communication, intercultural communication, interpersonal communication, the nature and value of language, nonverbal communication, persuasion and the art of rhetoric, and listening skills. This class is conducted in a lecture/discussion format with numerous presentations and speech performance projects. **This course satisfies a Humanities Focus Area requirement. Students taking this course will be scheduled in Speech Communications Honors for Semester 1 and receive the Dual Enrollment Credit in Semester 2.**

MATHEMATICS



** See Catalog Description and Requirements*

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. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically.

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. 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. **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 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 and helps prepare students for Algebra II Honors. 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 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 and volume. **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 ALGEBRA DUAL ENROLLMENT (College Algebra DE) – Course # G02H90

1 credit: 11th, 12th

Prerequisite: Algebra II and a Math ACT score of 19 or higher.

Dual Enrollment in the fall semester for NSCC Math 1710 – Pre-calculus Algebra (3 college credits).

A TI-84 graphing calculator is required for this course. Upon completion of this course, students will be able to apply algebraic methods to solutions of practical problems; explore the capabilities for the graphing calculator to better understand algebraic concepts; develop an understanding of functions from graphical, numeric, and symbolic viewpoints; become familiar with polynomial, rational, exponential, and logarithmic functions including modeling real-life problems; solve systems of linear equations by a variety of methods including matrix methods; and apply counting principles in the computation of probabilities. Other topics covered include, trigonometric functions and their graphs and related transformations, vectors, matrix quantities, conic sections, sequences and series and parametric equations. **Fall Semester**

PRE-CALCULUS TRIGONOMETRY DUAL ENROLLMENT – Course # G02H91

1 Credit: 11th, 12th

Prerequisite: Algebra II Honors is strongly recommended. Algebra II Regular must have an A average of at least a 97 and the recommendation of the Algebra II teacher. Students MUST enroll in the dual enrollment course (spring semester) for college credit through NSCC: Math 1720 – Pre-calculus Trigonometry (4 college credit hours).

A TI-84 graphing calculator is required for this course as technology will be used extensively. Pre-Calculus is a college course designed to prepare students for college level STEM focused courses. Students will: extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations; apply algebraic methods to solutions of practical problems, explore the capabilities for the graphing calculator to better understand algebraic concepts; develop an understanding of functions from graphical, numeric, and symbolic viewpoints; become familiar with polynomial, rational, exponential, logarithmic, and trigonometric functions including modeling real-life problems; solve systems of linear equations by a variety of methods including matrices; complete an in-depth study of trigonometry functions including identities and trigonometric graphs along with their related transformations; study vectors and matrix quantities, conic sections, sequences and series, and parametric equations. This class may include projects, research, and a summer assignment/project. **Spring Semester.**

CALCULUS DUAL ENROLLMENT – Course # G02H51

1 Credit: 12th

Prerequisite: Pre-Calculus Dual Enrollment;

Dual Enrollment requires 3.0 GPA

Students must enroll in the dual enrollment course for college credit for Calculus through Austin Peay State University 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.*** Students taking this course will be scheduled in Calculus Honors for Semester 1 and receive the Dual Enrollment Credit in Semester 2.

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 Dual Enrollment. Dual Enrollment requires 3.0 GPA and a Math ACT of 19 or Higher. Dual enrollment in the spring semester NSCC Math 1530 (3 college credits).

Students must enroll in the Spring semester dual enrollment course for college credit for Statistics through NSCC. 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.*** Students taking this course will be scheduled in Statistics Honors for Semester 1 and receive the Dual Enrollment Credit in Semester 2.

SAILS STATISTICS – Course # G02H75

1 Credit: 12th

This course aligns the Statewide Dual Credit (SDC) Introduction to Probability and Statistics learning objectives with the Tennessee Board of Regents (TBR) Math Learning Support competencies, making it an Early Postsecondary Opportunity (EPSO) for students. Students must score less than a 19 on the math component of the ACT to enroll in this course.

Upon completion, students can:

- Receive credit for their required 4th-year high school math course
- Eliminate college math remediation for Introduction to Probability and Statistics and/or Math for General Studies
- Obtain a stronger background in Probability and Statistics
- Meet Ready Graduate Indicator for an EPSO
- Earn early college credit for free (by passing the SDC Challenge Exam)
- Remove financial burdens by not paying for remedial classes in college

- Save time by starting college-level math right away in college without retaking the ACT or other placement tests

MATHEMATICAL REASONING FOR DECISION MAKING – Course # G02H97

1 Credit: 12th

Prerequisite: Algebra I, Geometry, and Algebra II

Applications and modeling using mathematics are the primary focus of this course. Throughout the course, students explore mathematical content in the context of applications to the real-world. Topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways to encourage the use of math to answer problems students will encounter in life. This course is best intended for students who are planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation.

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)	3 rd 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 & 11th

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

BIOLOGY 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 required to take the AP Exam, which costs approx. \$100.**

EARTH & SPACE 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.

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 required to take the AP exam, which costs approximately \$100.**

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

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. Students will tested over the 40 European countries the first week of school.

PERSONAL FINANCE – Course # G04H36

½ Credit: 12th

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.

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. **This course satisfies a Humanities Focus Area requirement.**

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.

U.S. GOVERNMENT HONORS – Course # G04H12HON

½ Credit: 11th

Prerequisite: Must have 3.0 GPA

Honors government is a one semester course which offers an issue-oriented approach in the study of Government. Major themes and traditions which make American Government in particular unique and exceptional will be explored in detail. Course objectives include, understanding the institutional, cultural and social forces that have shaped the government of our nation, identify the structure and construction of government, analysis the dynamic features which allow government to adapt to changing times and attitudes, develop a framework for determining the purpose of government in an attempt to evaluate its effectiveness. Honors students are expected to complete a project which can range from a presentation, a paper or even the creation of symbolic art relating to government. 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.

ECONOMICS – Course # G04H13

½ Credit: 11th

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: 11th

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.

EARLY UNITED STATES HISTORY I DUAL ENROLLMENT - Course # G04H48

1 Credit: 12th

***You are expected to complete the fall semester and spring semester in most of these courses unless otherwise noted or prior permission is granted by the principal or school counselor.**

This course is a college-level survey of United States history from Pre-Columbian civilizations to Reconstruction. Students completing this course and Survey II will 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.**

MODERN UNITED STATES HISTORY II DUAL ENROLLMENT - Course # G04H49

1 Credit: 12th

***You are expected to complete the fall semester and spring semester in most of these courses unless otherwise noted or prior permission is granted by the principal or school counselor.**

This course is a continuation of Survey of American History I and a college-level survey of United States history from Reconstruction to the present. Students completing this course and Survey I will 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 Focus Area 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, lifespan 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 DUAL ENROLLMENT – Course # G04H44

1 Credit: 11th, 12th

Prerequisite: Students wanting to take PSYC1030 can either have a HS 3.6 gpa, or ACT ENG-18+ score. Students must meet Nashville State admission requirements. Students must enroll in the dual enrollment course for college credit through NSCC. This course satisfies a Humanities Focus Area requirement.

Psychology Dual Enrollment is a college-level survey of the discipline (PSYC1030 Introduction to Psychology through Nashville State) which fulfills General Education requirements for social/behavioral sciences at most postsecondary institutions. Topics include historical and modern psychological perspectives, research methods, biopsychology, sensation and perception, consciousness, human development, learning and language development, social psychology, memory, cognition and intelligence, motivation and emotion, personality theories, abnormal psychology, stress management, psychotherapies, and careers in psychology. The class is conducted in a lecture/discussion format with numerous demonstrations, experiments, and projects. **Students taking this course will be scheduled in Psychology Honors for Semester 1 and receive the Dual Enrollment Credit in Semester 2.**

SOCIOLOGY – Course # G04H14

½ Credit: 11th, 12th

This course satisfies a Humanities Focus Area requirement.

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).

AFRICAN AMERICAN HISTORY – Course # G04H23

½ Credit: 11th, 12th

This course satisfies a Humanities Focus Area requirement.

Students will examine the life and contributions of African Americans from Reconstruction through the contemporary United States. Students will investigate the rise of Jim Crow and the subsequent effects of the laws and trace the impact of African American migration through the early 20th century. Students will explore the impact of the Harlem Renaissance as well as the contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans. This course and the following standards are written in accordance with T.C.A. § 49-6-1006. Class did not make.

SERVICE LEARNING: YOUTH LEADERSHIP – Course # C25H15

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. Leadership qualities are developed through two major service learning projects. The first project requires students to research a community problem and create/change a public policy which addresses one of the root causes of the problem. The second project requires students to create a hands-on service learning project to address a community problem. The class also includes three components that must be completed outside the classroom; as well as, six field trip days. Only those students who have excellent attendance records will be considered for the class.

FINE ARTS

VISUAL ARTS

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 portfolio for admission to selective college level visual arts programs and portfolio-based competitive scholarships. *There is a \$20 supply fee if enrolled in this class.*

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

MUSIC

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

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.***

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 presently 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.

BAND & PERCUSSION – Course # G05X14B&P

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.*

BRASS BAND - Course # G05X14BRS

1 Credit: 10th, 11th, 12th

Prerequisite: Students will be placed in the course by recommendation of the band 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.*

WOOD WIND – Course # G05X14WW

1 Credit: 10th, 11th, 12th

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

The purpose of this course is to provide musical enrichment for students. 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

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.

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.

WORLD LANGUAGES

FRENCH I - Course # G24H21

1 Credit: 10th, 11th

This course introduces the French language and emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. It includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures. 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: 10th, 11th

This course introduces the French language and emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. It includes how to greet and take leave of someone, to ask

and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures. Those students taking the honors track will participate in accelerated French I activities and assignments; they will move at a faster pace and complete more units of study. This track is recommended for the highly motivated student. Strongly recommend student have A or B average English grade and French teacher or School Counselor's Recommendation.

FRENCH II - Course # G24H22

1 Credit: 11th, 12th

This course enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. It also provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of French-speaking cultures. 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: 11th, 12th

Prerequisite: an A in French I Honors or Teacher recommendation.

This course enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. It also provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of French-speaking cultures. Those students taking the honors track will participate in accelerated French II activities and assignments; they will move at a faster pace and complete more units of study. This track is recommended for the highly motivated student

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 I HONORS – Course # G24H04HON

1 Credit: 10th, 11th

Those students taking the honors track will participate in accelerated Spanish I activities and assignments; they will move at a faster pace and complete more units of study. This accelerated Spanish I class is designed only for highly motivated students wishing to take four (4) years of Spanish in high school. Strongly recommend student have A or B average English grade and Spanish teacher or School Counselor's Recommendation.

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, 11th, 12th

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. **This course satisfies a Humanities Focus Area requirement.**

OTHER COURSES

PREPARING FOR ACT – Course # G25H00

½ Credit: 10th (Required for all 10th Grade Students)

This course is specifically designed to help students be familiar with the ACT Test. It is NOT an academic tutoring opportunity. Students will explore question styles and samples for all four areas of the ACT test (reading, English, math and science), as well as sample prompts for the writing portion. If you are interested in compiling an intensive subject review, take an early ACT prep course, and then use the results from your practice tests to build an independent review of weak subject areas. Students in this class will also have a semester of study hall.

JOBS FOR TENNESSEE GRADUATES (JTG) – Course # C25H09

1 Credit: 11th, 12th

This course is for seniors who are interested in exploring career options and further educational opportunities and are committed to completing high school. The ultimate goal is to help participants graduate, explore post-secondary education and/or training, and secure a quality job, which will lead to a good career. The course includes instruction in thirty-seven competencies identified by the business community and involvement in the Tennessee Career Association student organization, one-on-one marketing and job development by the instructor for employment leading to a career, and no less than twelve months of follow-up and support on the job after leaving school. Class did not make.

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.

WELLNESS & PHYSICAL EDUCATION

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.

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.

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 competitiveness. **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 competitiveness. **This class will require each student to dress out in order to participate.**

LIFETIME FITNESS – 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 FITNESS – 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.**

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 a graduation requirement unless you substitute two (2) years of JROTC.**

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.

ATHLETICS

ATHLETIC CONDITIONING – All Other Sports – FALL - Course # G08H01ACF

½ Credit: 9th, 10th, 11th, 12th

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

ATHLETIC CONDITIONING – All Other Sports – SPRING - Course # G08H01ACS

½ Credit: 9th, 10th, 11th, 12th

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

BOY'S BASKETBALL - FALL – Course # G08H01BS1

½ 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.**

BOY'S BASKETBALL - SPRING – Course # G08H01BS2

½ 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 - FALL – Course # G08H01GS1

½ 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 - SPRING – Course # G08H01GS2

½ 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.**

FOOTBALL JUNIOR VARSITY - FALL – Course # G08H01JS1

½ Credit: 9th, 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 JUNIOR VARSITY - SPRING – Course # G08H01JS2

½ Credit: 9th, 10th, 11th

This course is designed for all 10th & 11th 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 VARSITY - FALL – Course # G08H01VS1

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 VARSITY - SPRING – Course # G08H01VS2

½ Credit: 10th, 11th

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

DCHS Athletic Program Information

Athletic Director: Jay Powlas – 615-446-9003, Ext. 71725

DCHS Baseball Coach: Rodney Parker	DCHS Cougar Basketball Coach: Jay Powlas	DCHS Lady Cougar Basketball Coach: Erin Webb
DCHS Bowling Coach: Joey Malone	DCHS Cheer Coach: Alyssa Richardson	DCHS Cross Country Coach: Eric Hickerson
DCHS Football Coach: Jeff Tomlinson	DCHS Golf Coach: Jay Powlas	DCHS Soccer Coach: Chris Cardona
DCHS Softball Coach: Payton Grove	DCHS Tennis Coach: Dan Dufty	DCHS Lady Cougar Tennis Coach: Brad Beaubien
DCHS Track & Field Coach: Eric Hickerson	DCHS Volleyball Coach: Jacklyn Clements	DCHS Wrestling Coach: John Patterson

JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

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

Curriculum focuses on:

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 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 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. Students in this class are required to take the US Civics/Citizenship Test, which is a graduation requirement.

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.



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. Agricultural Engineering and Applied Technologies
 - b. Horticulture Science
 - c. Veterinary and Animal Science
- 2) Architecture and Construction
 - a. Architectural & Engineering Design
 - b. Residential & Commercial Construction
- 3) Arts, Audio/Visuals Technology, & Communications
 - a. Digital Arts & Design
- 4) Business Management & Administration
 - a. Business Management
- 5) Education & Training
 - a. Teaching as a Profession (K-12)
- 6) Health Science
 - a. Nursing Services
 - b. 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. Technology
- 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 information about specific dual credit opportunities, see the list at the end of the Career and Technical section of this guide.**

JOBS FOR TENNESSEE GRADUATES (JTG) – Course # C25H09

1 Credit: 11th, 12th

This course is for seniors who are interested in exploring career options and further educational opportunities and are committed to completing high school. The ultimate goal is to help participants graduate, explore post-secondary education and/or training, and secure a quality job, which will lead to a good career. The course includes instruction in thirty-seven competencies identified by the business community and involvement in the Tennessee Career Association student organization, one-on-one marketing and job development by the instructor for employment leading to a career, and no less than twelve months of follow-up and support on the job after leaving school. Class did not make.

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 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 Credits: 11th, 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

GREENHOUSE MANAGEMENT – Course # C18H17

1 Credit: 10th, 11th, 12th

Prerequisite: Agriscience & Principles of Plant Science & Hydroculture

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.**

WORK-BASED LEARNING – Course # C25H16

2 Credits: 11th, 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, INDUSTRIAL, AND MECHANICAL SYSTEMS
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.

AGRICULTURAL POWER AND EQUIPMENT - Course # C18H13

1 Credit: 10th, 11th

Prerequisite: Agriscience & Principles of Agricultural Mechanics

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.

WORK-BASED LEARNING – Course # C25H16

2 Credits: 11th, 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

1 Credit: 10th, 11th, 12th

Required Prerequisites: Fundamentals of Construction

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 I DUAL ENROLLMENT TCAT

Course # C17H01

1 Credit: 10th, 11th, 12th

Required Prerequisites: Fundamentals of Construction

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

2 Credits: 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**

RESIDENTIAL/COMMERCIAL CONSTRUCTION II DUAL ENROLLMENT TCAT

Course # C17H31

2 Credits: 11th, 12th

Required Prerequisite: Residential Construction DE 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: 11th, 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

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

1 Credit: 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.

ARCHITECTURAL & ENGINEERING DESIGN II (CAD II) Dual Enrollment TCAT

Course # C17H28

1 Credit: 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

2 Credits: 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.

ARCHITECTURAL & ENGINEERING DESIGN III (CAD III) Dual Enrollment TCAT

Course # C17H35

2 Credits: 11th, 12th

Prerequisite: CAD DE 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: 11th, 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.

ARTS, A/V TECHNOLOGY & COMMUNICATIONS

Student Organization – Skills USA

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

Web Media Design
Photographer

Graphic Designer
Illustrator

DIGITAL ARTS DESIGN **PROGRAM OF STUDY**

DIGITAL ARTS & DESIGN I – Course # 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.

DIGITAL ARTS & DESIGN II DUAL ENROLLMENT TCAT - Course # C11H09

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.

DIGITAL ARTS & DESIGN III DUAL ENROLLMENT TCAT - Course # C11H20

1 Credit: 11th, 12th

Prerequisite: Digital Arts DE 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: 11th, 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.

BUSINESS COMMUNICATIONS – Course # C12H16

1 Credit: 10th, 11th, 12th

Prerequisite: Introduction to Business & Marketing

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

Prerequisite: Introduction to Business & Marketing

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: 11th, 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**

INTRODUCTION TO TEACHING AS A PROFESSION – Course # C32H33

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: 11th, 12th

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.

FOUNDATIONS OF EDUCATION (K-12) I DUAL ENROLLMENT - Course # C32H04

1 Credit: 11th, 12th

Prerequisite: Teaching as a Profession I or Mrs. Akins Approval

Students must meet the APSU Dual Enrollment admissions criteria of 3.0 HS GPA or 21 ACT Composite.

Students who successfully complete this course will receive 2 credit hours for Austin Peay State University's EDUC 2100: Foundations of Education course. This course will cover the social, philosophical and historical background of education as well as the integration of standards-based instruction. The course will contain lecture/discussion and practical activities that allow students to demonstrate mastery of material. Students will be trained on the state's Code of Ethics; the different roles of effective teachers; learning styles; teaching diverse students; curriculum, standards and testing; and student life in school and at home. Students may be permitted to observe periodically at a local school.

INTRO TO EARLY CHILDHOOD EDUCATION (K-12) II DUAL ENROLLMENT

Course # C32H05

1 Credit: 11th, 12th

Prerequisite: Teaching as a Profession I or Mrs. Akins Approval

Students must meet the APSU Dual Enrollment admissions criteria of 3.0 HS GPA or 21 ACT Composite.

Students who successfully complete this course will receive 3 credit hours for Austin Peay State University's EC 2200: Introduction to Early Childhood Education course. This course will introduce the historical and theoretical influences upon early childhood education. Legal, ethical, health and safety, and professional issues impacting the care and education of children, birth through age eight. Orientation to early childhood teacher education licensure program and the early childhood profession, including leadership and management of program for young children and their families. Students may be permitted to participate in job shadowing experience at a local elementary school.

WORK-BASED LEARNING – Course # C25H16

2 Credits: 11th, 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.

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

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

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-NE

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 or patient care technician. 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 application process, teacher evaluations, GPA, discipline and attendance records. Students must maintain 90% attendance while participating in clinicals.**

PATIENT CARE TECHNICIAN - Course # C14H16-PC

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.

Patient Care Technician (PCT) is a capstone course designed to prepare students to pursue careers in healthcare, especially nursing. Upon completion of this course, a proficient student will be able to assist with the critical day-to-day care of patients. The PCT provides hands-on assistance to serve the patients' basic needs, as well as work alongside other healthcare professionals. It is vital that the Patient Care Technician has a diverse range of knowledge and skills to provide basic care. Students in this course will participate in clinical rotations. 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. At the conclusion of this course, students are eligible to take the certification examination as a Patient Care Technician (PCT).

NOTE: Admission to this class is subject to junior year application process, teacher evaluations, GPA, discipline and attendance records. 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

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. Class did not make.

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, students will be able to sit for the Certified Clinical Medical Assistant (CCMA) Exam. 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: Student to teacher ratio for this course is 15:1 in a clinical setting. **NOTE: Admission to this class is subject to junior year application process, teacher evaluations, GPA, discipline and attendance records. Students must maintain 90% attendance while participating in clinicals.**

TCAT/DUAL ENROLLMENT PRE-NURSING – Course # C14H03

3 Credits: 12th

Completion of this 3 hour course leads directly to enrollment in TCAT Practical Nursing Program upon graduation. Students will complete 2 semesters of TCAT courses during this course and will enroll in 2 semesters after High School graduation to complete TCAT Practical Nursing Licensing Program. Students study basic nursing skills and related subjects such as body structure and function, nutrition, pharmacology, obstetrics, and psychology. Clinical experience provides supervised nursing care of medical, surgical, obstetric, and pediatric patients. Both classroom work and clinical experiences are such that upon completion of the course, the graduate is eligible for written examination by the State Board of Nursing. Licensed practical nurses who have passed their examination usually work under the supervision of the registered nurse or physician. Students will be required to provide their own transportation to TCAT-Dickson. Class will run from 12:30-3:30.

HEALTH SCIENCE DUAL ENROLLMENT – Course # C14H05

MEDICAL TERMINOLOGY – NSCC BIO 1000

1 Credit: 11th, 12th

Prerequisite: Health Science and A & P

This course will cover the basic techniques for anatomical, physiological, and medical word-building. The course will teach a systematic approach to defining general medical terms and terms for pathological disorders by dividing them into word roots, combining forms, suffixes, and prefixes. A grade of “C” or above in all Surgical Technology and Central Processing curriculum courses must be earned prior to graduation.

HEALTH SCIENCE DUAL ENROLLMENT – Course # C14H28
BASIC ANATOMY / PHYSIOLOGY – NSCC SURG 1304
1 Credit: 11th, 12th

Prerequisite: Health Science and A & P

An introduction to human anatomy and physiology. Topics include the cell, and organ systems including integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive as well as disorders of these systems. A grade of “C” or above in all Surgical Technology and Central Processing curriculum courses must be earned prior to graduation.

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.

Nutritionists	Home Care Aide
Consumer advocate	Community Service Worker
Social worker	Child development specialist
Dietitians	Chefs

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

NUTRITION SCIENCE AND DIET THERAPY

Course # C19H16

1 Credit: 11th, 12th

Prerequisite: Nutrition Across the Lifespan or Health Science Education

Nutrition Science and Diet Therapy is an applied knowledge course in nutrition for students interested in the role of nutrition in health and disease. Upon completion of this course, proficient students will be able to develop a nutrition care plan as part of the overall health care process, use methods for analyzing the nutritional health of a community, and understand the relationship of diet and nutrition to specific diseases. The course places emphasis on the role of diet as a contributor to disease and its role in the prevention and treatment of disease. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Students will have the opportunity to take the TSIC Exam to receive an Industry Certification and college credit if scoring above a 70.

WORK-BASED LEARNING - Course # C25H16

2 Credits: 11th, 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
Police officer
Corrections officer
Pharmacist
Lawyer

Paralegal
Bailiff
Security guard
Legal clerk

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.

INTRO TO CRIMINAL JUSTICE DUAL ENROLLMENT – Course #C30H12

1 Credit; 11th, 12th

***Prerequisite- successfully completion of Criminal Justice II and
Level 2 placement in English and Reading***

1 credit High School (counts as Criminal Justice III and 3 college credits)

An examination of policing, corrections, and the American court system. Topics include the complexity of the criminal justice process, its lack of central coordination and, most significantly, how justice is administered in American society. This course is part of the Tennessee Transfer Pathway. **This is a Fall semester class.**

INTRO TO THE LEGAL PROCESS DUAL ENROLLMENT – Course C30H13

1 Credit; 11th, 12th

***Prerequisite- successfully completion of Intro to Criminal Justice 1010
1 credit High School and 3 college credits***

This course reviews basic laws governing the maintenance of a democratic society and how criminal and constitutional laws meet the challenge of American society. Prerequisite(s): Level 2

placement in English and Reading. This course is part of the Tennessee Transfer Pathway. **This is a Spring semester class.**

WORK-BASED LEARNING - Course # C25H16

2 Credits: 11th, 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.

SCIENCE, TECHNOLOGY, ENGINEERING & 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.

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

TECHNOLOGY PROGRAM OF STUDY

PRINCIPLES OF ENGINEERING AND TECHNOLOGY - Course # C21H04

1 Credit: 9th, 10th

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

DIGITAL ELECTRONICS – Course # C13H07

1 Credit: 10th, 11th, 12th

Prerequisite: Principles of Engineering and Technology

Digital Electronics is intended to provide students with an introduction to the basic components of digital electronic systems and equip them with the ability to use these components to design

more complex digital systems. Proficient students will be able to (1) describe basic functions of digital components (including gates, flip flops, counters, and other devices upon which larger systems are designed), (2) use these devices as building blocks to design larger, more complex circuits, (3) implement these circuits using programmable devices, and (4) effectively communicate designs and systems. Students develop additional skill in technical documentation when operating and troubleshooting circuits. Upon completion of the Digital Electronics course, proficient students will be able to design a complex digital system and communicate their designs through a variety of media.

ROBOTICS & AUTOMATED SYSTEMS – Course # C13H15

1Credit: 11th, 12th

Prerequisite: Digital Electronics

Robotics & Automated Systems is an applied course for students who wish to explore how robots and automated systems are used in industry. Upon completion of this course, proficient students will have an understanding of the historical and current uses of robots and automated systems; programmable circuits, interfacing both inputs and outputs; ethical standards for engineering and technology professions; and testing and maintenance of robots and automated systems. Note: Standards in this course are presented sequentially for students' learning progression; however, instructors may tailor the order of course standards to their specifications. Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for all projects throughout the course.

ENGINEERING PRACTICUM – Course # C21H14

1 Credit: 12th

Prerequisite: Robotics & Automated Systems

Course Description -Engineering Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Engineering courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by engineers and technologists in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. This will be a course that is a year long problem solving project using the Engineering Design Process.

WORK-BASED LEARNING - Course # C25H16

2 Credits: 11th, 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.

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 - BRAKES, SUSPENSION & STEERING -

Course # C20H10PD2

2 Credits: 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 II DUAL ENROLLMENT TCAT

Course # C20H21

2 Credits: 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 - ELECTRICAL - Course # C20H11

1 Credit: 11th, 12th

Prerequisite: Maintenance and Light Repair II

The Maintenance and Light Repair III 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.*

MAINTENANCE AND LIGHT REPAIR III DUAL ENROLLMENT - Course # C20H22

1 Credit: 11th, 12th

Prerequisite: Maintenance and Light Repair DE 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.

WORK-BASED LEARNING - Course # C25H16

2 Credits: 11th, 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.

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**

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

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.

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.

TCAT/DUAL ENROLLMENT PRE-NURSING

3 Credits; 12th

Completion of this 3 hour course leads directly to enrollment in TCAT Practical Nursing Program upon graduation. Students will complete 2 semesters of TCAT courses during this course and will enroll in 2 semesters after High School graduation to complete TCAT Practical Nursing Licensing Program. Students study basic nursing skills and related subjects such as body structure and function, nutrition, pharmacology, obstetrics, and psychology. Clinical experience provides supervised nursing care of medical, surgical, obstetric, and pediatric patients. Both classroom work and clinical experiences are such that upon completion of the course, the graduate is eligible for written examination by the State Board of Nursing. Licensed practical nurses who have passed their examination usually work under the supervision of the registered nurse or physician. **Students will be required to provide their own transportation to TCAT-Dickson. Class will run from 12:30-3:30**

Dickson County 2023-2024 School Calendar

DICKSON COUNTY SCHOOLS 23-24 Academic Calendar

August 23						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1: 1st day

January 24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2: Break

3: Staff Development+

9: Report Cards

15: MLK Day

20

September 23						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1: Progress Report

4: Labor Day

5: Staff Devpt. +

tba: Homecoming

20

February 24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

2: Progress Report

19: President's Day

20

October 23						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	+	31				

2-13: Fall Break

25: Report Cards

30: Teacher Planning

11

March 24						
S	M	T	W	T	F	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

13: Report Cards

25-31: Spring Break

16

November 23						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6: +Fall Conferences (11-7)

17: Progress Reports

22-24: Thanksgiving

19

April 24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1: Spring Break

19: Progress Reports

26: School break

20

December 23						
S	M	T	W	T	F	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

20: 1/2 day

End 1st Semester

21: Christmas Break

14 / 87

May 24						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	*	*	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

16: CW Graduation

17: DC Graduation

23: 1/2 day / Report Cards

17 / 93 / 180



Regular School Day

School Break

1/2 Day Homecoming



Staff Only / No Students

High School Graduations

1/2 Day

adopted 1/2022

#CARRYTHETORCH