

COOKEVILLE HIGH SCHOOL

Curriculum Guide

2011 - 2012

CHS MISSION STATEMENT: To inspire students to become life-long learners and responsible citizens through quality instruction and learning in a safe school environment.

CHS Administrative Team:

Principal

Wayne Shanks

shanksw@pcsstn.com

shanksw@k12tn.net

Assistant Principals

Bethany Fillers

520-2149; fillersb@pcsstn.com

fillersb@k12tn.net

Kathy Ligon

520-2167; ligonk@pcsstn.com

ligonk@k12tn.net

Michael Meihls

520-2146; meihlsm@pcsstn.com

meihlsm@k12tn.net

Lane Ward

520-2161; warde1@pcsstn.com

warde1@k12tn.net



1 Cavalier Drive
Cookeville, TN 38501
(931) 520-2287 - phone
(931) 520-2268 - fax
www.cookevillecavs.com

CHS Counselors:

11th and 12 Grade

Stephanie Hardin (A-G)

520-2292; shardin@pcsstn.com

shardin@k12tn.net

Tish Garrett (H-O)

520-2128; garrettt@pcsstn.com

garrettt@k12tn.net

Susannah Akers (P-Z)

520-2114; akerss@pcsstn.com

akerss@k12tn.net

Darlene Hatcher (Credit Recovery/CTE)

520-2135; hatcherd2@pcsstn.com

hatcherd2@k12tn.net

9th and 10th Grade

Karen Trentham (A-G)

520-2162; ktrentham@pcsstn.com

ktrentham@k12tn.net

Mary Potter (H-O)

520-2156; potterm2@pcsstn.com

potterm2@k12tn.net

Leah Burnett (P-Z)

520-2163; lburnett@pcsstn.com

lburnett@k12tn.net

Revised January 30, 2011 state and local changes may occur after publication.

A current edition is posted on cookevillecavs.com.

Registration Dates for 2011-12 School Year

Rising Freshman

Tuesday, February 22nd: Parent Orientation CHS Auditorium at 6:30 pm. (Student attendance not necessary.)

Thursday, February 24th: Counselors will visit Algood and Prescott Middle Schools to provide registration materials to the students.

Friday, February 25th: Counselors will visit Avery Trace Middle School to provide registration materials to the students.

Monday, February 28th: Parent/Student Advisement in the CHS Cafeteria at 4:00 to 7:00 pm.

Tuesday, March 1st: Parent/Student Advisement in the CHS Cafeteria at 4:00 to 7:00 pm.

Thursday, March 10th: Make-up registration at ATMS at 8:00 am and then Algood and Prescott Middle Schools.

Rising Sophomores, Juniors and Seniors

Tuesday, February 15th - Counselors in the Rising Junior classrooms

Thursday, February 17th - Counselors in the Rising Sophomore classrooms

Friday, February 18th - Counselors in the Rising Senior classrooms

Thursday, February 24th - Rising Senior Parent Meeting at CHS at 6:00pm

Monday, February 28th - Friday, March 9th - Online Registration *During Lunch* For Rising Grades 11 - 12

Tuesday, March 8th - Rising Sophomores Complete registration during English Classes.

It is important that you plan wisely. The choices you make during registration will determine your classes next year. Each course request you make is a factor when school officials set budgets for educational needs. Schedule changes will be made based only on graduation requirements or on post-secondary school admission requirements. These changes must be made within three days of the beginning of each term.

Class Fees are listed in this Guide. Please note that School Board Policy establishes that fees shall be waived for students who receive free or reduced-price lunches.

Scholarships are also available when needed.

RISING 12TH GRADE GRADUATION REQUIREMENTS

Core:

English: 4 credits

Mathematics: 3 credits All students must complete one of the following:
Algebra II, Geometry or Technical Geometry.
All students must be enrolled in a Math class for every year of enrollment

Science: 3 credits All students must complete Biology.

Social Studies: 3 credits World History (1 credit)
U.S. History (1 credit)
Economics (1/2 credit)
U.S. Government (1/2 credit)

Lifetime Wellness: 1 credit (or 2 credits of JROTC)

Core Total 14 credits

In addition to the core requirements, each student must choose between a must university, technical, or dual pathway to complete graduation requirements.

University Path:

Core Curriculum (requires Algebra II & Geometry) 14 credits
Foreign Language (same language) 2 credits
Fine Arts 1 credit
Electives 4 credits
Total 21 credits

Technical Path:

Core Curriculum 14 credits
Technical Option (within specific area) 4 credits
Electives 3 credits
Total 21 credits

Dual Path:

Core Curriculum (requires Algebra II & Geometry) 14 credits
Foreign Language 2 credits
Fine Arts 1 credits
Technical Option (within specific area) 4 credits
Total 21 credits

RISING 9th, 10th, and 11th GRADUATION REQUIREMENTS

READY CORE

English: 4 credits

Mathematics: 4 credits All students must complete all of the following:
Algebra I, Algebra II, Geometry or the equivalent and another course beyond Algebra II.

Science: 3 credits All students must complete the following:
Biology, Chemistry or Physics, and a third lab Science class.

Social Studies: 3 credits World History (1 credit)
U.S. History (1 credit)*
Economics (1/2 credit) (Marketing I or Virtual Enterprise may be substituted for Economics)
U.S. Government (1/2 credit)* (3 credits of JROTC may be substituted for U.S. Government)
* The US History and US Govt requirements may be satisfied by completion of the two-year sequence IB History of the Americas HL.

Health, Physical Fitness

and Wellness: 1.5 credits (2 credits of JROTC may be substituted for 1 credit of Wellness)

***Personal Finance:** 1/2 credit

READY CORE Total 16 credits

ONE PATH: In addition to the READY CORE requirements, each student chooses an Elective Focus.

Core Curriculum 16 credits
Elective Focus 3 credits

The elective focus may be one of the following: (see page 6 for classes in each focus)

1. CTE (Students must complete three units in the same CTE program area)
2. Science and Math
3. Humanities
4. Fine Arts
5. AP/IB

Foreign Language (same language) 2 credits *
Fine Arts 1 credit *

* For students who will not attend a college or university, these requirements may be waived to expand their elective focus.

Total to Graduate: 22 credits

Credits to Promote:

to 10th grade = 5
to 11th grade = 10
to 12th grade = 15

* Personal Finance will be offered online, free of charge for ALL students to complete.

GENERAL INFORMATION

CURRICULUM GUIDE OVERVIEW

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

Rising 12th Grade Students:

Each student has the opportunity to choose from three (3) educational pathways: 1) University; 2) Technical; 3) Dual

Requirements for each pathway are shown on the previous page. A change in pathway is not recommended after the fall of the junior year; however, individual records will be carefully reviewed. All Technical Pathway students will participate in Club activities in each of the focus areas.

Rising 9th, 10th & 11th Grade Students:

Each student will follow the state's new READY CORE graduation requirements as listed above as well as the ONE PATH plan of study in which students will select an elective focus.

It is important that you plan wisely. The choices you make during registration will determine your classes next year. Each course request you make is a factor when school officials set budgets for educational needs. Schedule changes will be made based only on graduation requirements or on post-secondary school admission requirements. These changes must be made within three days of the beginning of each term.

Educational plans will be reviewed each year at registration time with an administrator and/or counselor and in the fall through credit-checks with each grade level counselor.

TYPES OF DIPLOMAS

(Students entering PRIOR to 2009/10)

• **The Regular High School Diploma** will be awarded to students who (1) earn the required units of credit in the chosen University, Dual or Technical Pathway OR have successfully completed their Individualized Education Program, (2) make passing scores on Gateway Tests, and (3) have satisfactory records of attendance and conduct.

• **The Honors Diploma (University Path, Dual Path or Technical Path)** is offered to students who meet the requirements to earn a regular high school diploma while maintaining a 3.0 GPA on a 4.0 scale.

• **The Certificate of Attendance** will be awarded to students who have earned the required units of credit and have satisfactory records of attendance and conduct, but have not passed Gateway tests.

• **The Special Education Diploma** will be awarded to students who have satisfactorily completed an Individualized Education Program and have a satisfactory record of attendance and conduct.

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

TYPES OF DIPLOMAS

(students entering 9th grade in 2009/10)

• **The Regular High School Diploma** will be awarded to students who (1) earn the specified 22 units of credit, and (2) have satisfactory records of attendance and conduct.

• **Graduation with Honors and Distinction**

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

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

(I). Earn a nationally recognized industry certification

(II). Participate in at least one of the Governor's Schools

(III). Participate in one of the state's All State musical organizations

(IV). Be selected as a National Merit Finalist or Semi-Finalist

(V). Attain a score of 31 or higher composite score on the ACT

(VI). Attain a score of 3 or higher on at least two advanced placement exams

(VII). Successfully complete the International Baccalaureate Diploma Programme

(VIII). Earn 12 or more semester hours of transcribed postsecondary credit

• **A Transition Certificate** may be awarded at the end of the fourth year of high school to students with disabilities who have (1) taken classes toward a high school diploma (22 units of credit), (2) have satisfactorily completed an individualized education program, and (3) have satisfactory records of attendance and conduct. Students who obtain the transition certificate may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

• **An IEP Certificate** will be awarded to students with disabilities who have (1) satisfactorily completed an individualized education program, (2) successfully completed a portfolio, and (3) have satisfactory records of attendance and conduct.

GATEWAY TESTING

Students enrolling in high school beginning in the 2008-09 school year and graduating in the cohort/class of 2011/2012 will be the last eligible students to graduate under the Gateway assessment plan: meeting or exceeding the proficient level on three Gateway exams -- Language Arts (English 10), Math (Algebra I), and Science (Biology) in order to obtain a regular high school diploma.

END OF COURSE TESTING

Students entering 9th grade in the 2009/10 school year and thereafter are required to graduate using the "new" plan as established by the High School Transition Policy. This plan requires students to be assessed in the following End of Course assessments: English I, English II, Algebra I & II, US History, Biology and English III. Coming Soon Chemistry, Physics and Geometry. The results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with TCA 49-1-302(2). The weight of the End of Course examination on the student's course average is as follows for fall of 2011 and thereafter - 25%. The 9 weeks exam will count as a regular test grade.

PLAN & ACT

The PLAN test will be given to all tenth grade students in the fall as a mid-point assessment of progress toward meeting the ACT Readiness Benchmark scores. The ACT test will be given to all eleventh grade students.

AP TESTING

All students enrolled in an AP course are required to take the comprehensive exam that accompanies the AP College Board course curriculum. Exam fees must be paid by a specific date during the first semester, the exact date is determined each fall. A letter with all pertinent information will be sent home with each student each fall semester. Students that do not pay the exam fee will be removed from the AP course and placed into another core academic course. Students will also lose the added weight for any grade already earned in the AP course. The exact amount of the exam fee may vary, however, the fee has been \$87 per course the last few years. Payment plans are available. Please contact Mike Meihls with questions, meihlsm@k12tn.net, 931-520-2146, or Tammi Hill thill@k12tn.net, 931-520-2115.

WRITING ASSESSMENT

The State Writing Assessment will be given to all eleventh grade students.

GRADING SYSTEM

Semester averages below 65 cannot be averaged with the other semester average to receive a passing grade. Students with averages below 65 will be required to retake/re-do the work for that semester (at the discretion of CHS) or attend summer school to receive credit for the class.

Progress reports will be sent home at 4-1/2 and 13-1/2 weeks of each term. Report cards will be issued at 9 weeks and at the end of the term.

All students are required to take two 9-week comprehensive exams per term which count 16% of each 9-weeks' grade; the exception be-

ing weighted classes. A comprehensive nine week exam and a comprehensive 18 week exam will be required per semester for all courses weighted above 4 quality points.

Each exam will be representative of all materials covered in each nine-week period. Each test will include a variety of questions (multiple choice, true-false, fill in the blank, definitions, matching lists, discussion, etc.) Some questions are to measure problem solving skills and/or higher level thinking skills. Honors and AP/IB classes will follow the testing procedure outlined in the course descriptions.

The valedictorian and salutatorian will be the graduating seniors with the highest and second highest GPA (6.0 weighted scale). Class ranking will be according to the weighted scale presented in the table below.

In the event of a tie, class rank will be determined by using the numeric seven semester average.

A student who chooses to complete the senior year in the Early Admission Program of a university/college will not be eligible to be valedictorian or salutatorian and will not be ranked. Should early admission be spring term only, the student will be ranked and receive special recognition at the graduation ceremony if he/she places first or second.

To become valedictorian or salutatorian, a student must be enrolled in the high school at least five(5) consecutive semesters preceding the final semester. The final semester will not be used in determining class ranking.

SEMESTER EXAM EXEMPTION POLICY

All students will take the 1st and 3rd 9 weeks cumulative exams, but students may be exempt from the 2nd and 4th 9 weeks exams if they meet the criteria below. Note: The exam exemption policy is based upon the previous 18 weeks attendance policy. This includes seniors for both terms.

- An A average and no more than 3 days absent

- A B average and no more than 2 days absent

- A C average and 1 day absent

- A D with 0 absent

On the 4th tardy to any class, the student would be required to take the exam.

Students will have the option of taking the comprehensive exam if they wish in order to improve their grade even if they meet the exemption criteria. If they choose to take the exam and it lowers their grade, it will not be counted against them.

Students in honors and AP will continue to take comprehensive exams both semesters but will be exempt from attendance on scheduled exam days if they meet the criteria.

If the student transfers from another class within CHS, the teacher will obtain attendance info from the previous teacher and the regular exemption policy applies.

If the student is a recent transfer and the teacher feels the student needs to complete work before taking the exam, the teacher has the option to give the the transfer student an incomplete but will set a specific date for the student to make-up their exam.

COUNSELING CENTER

2nd Floor Administrative Complex
Fax: (931) 520-1381
Secretary: Kelly Hoffmeyer
(931) 520-2127

The Cookeville High School Counseling Department offers many services to the students and faculty. The counselors offer guidance to students individually and in groups regarding personal, social, educational, and career needs. They work with school staff to provide school-wide counseling and guidance programs.

The Counseling Center houses informational materials such as career opportunities, job trends, colleges, state technical schools, scholarships, financial aid, tests, and other publications. A computer is also available for student use to obtain information in the College and Career Room.

Cookeville High School counselors are dedicated to meeting the needs of all students, faculty, parents, and administrators. We encourage parents to contact their appropriate counselor for any reason. Counselors are key players during this critical time of planning course work for the upcoming school year.

HOMEBOUND SERVICES

Homebound services are provided to students who are unable to attend school due to accident or illness. The homebound teacher provides consultation between the regularly scheduled teachers and the student at home until the student returns to school. Homebound services must be approved by the Putnam County Board of Education. See **PCBOE Board Policy #4.206.**

SCHOOL FEES

CHS registration fees are \$25.00 and the parking fee is \$35.00.



GENERAL INFORMATION

ONLINE CLASSES

CHS online courses allow you to:

- 1) Take courses that aren't currently offered at CHS
- 2) Recover a credit if you're behind and want to graduate on time
- 3) Earn credit at an accelerated pace to graduate early
- 4) Earn dual enrollment credits to begin college work early

How is it similar? Online classes are similar to traditional classes in that you will have a "real" teacher, read and work on assignments, interact with other students and your teacher, complete assignments, conduct experiments, meet deadlines, and study for tests.

How is it different? You'll do most of this online. You probably won't ever meet your online instructor face-to-face but he/she is a real person. Instead, you will use e-mail, online discussions, and phone conversations during virtual office hours to ask questions or get help.

What are the procedures for signing up?

- Talk to your counselor. He/she will talk with you, check your transcript and ask you to complete a short, simple self-assessment.
- If you, your counselor, and your parents determine that you can be a successful online learner, you will complete the registration and other forms needed to proceed.
- Click on the links located at <http://www.putnamcountyschools.com/VITAL/Registration.html> to open and print your registration materials.
- Complete the Student Self Assessment and other forms (Registration, Academic Integrity, and Letter of Agreement) and take all four forms to your Guidance Counselor.
- All information on the forms must be completed and all signatures in place before your registration can be processed.
- Incomplete forms will be returned and may delay your registration and eligibility for a priority enrollment seat.
- You will be notified if you are accepted and what fees are due. Your registration will be completed when you have paid your fees.
- After registration, you will be required to attend an orientation session to receive your login information, password, and access to a special e-mail account before you begin work in your class.

For more information, please visit <http://www.putnamcountyschools.com/VITAL/Welcome.html>

GET INVOLVED

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

Clubs & Organizations:

Academic Team
AP/IB Union
Beta
Cavalier Band
Cavalier Film Society
CHS Dirt Society
Choir
Dance
Environmental Hiking
FCA
Forensics
French Honor Society
Future Business Leaders
German
Habitat for Humanity
Honors History Society
Improve
Interact
JOB
JROTC
Key
Mu Alpha Theta
National Honor Society
National Spanish Honor Society

Putnam County Fire Dept Explorers
Renaissance
Student Congress
Theatre
Virtual Enterprise
Young Democrats
Young Republicans

Skills USA-VICA

Automotive
Cabling
Carpentry
Cosmetology
DECA
Drafting
Electronics
FCCLA
FFA
HOSA

Sports Teams:

Football
Golf (B & G)
Soccer (B & G)
Cross Country (B & G)
Volleyball (G)
Basketball (B & G)
Wrestling (B & G)
Baseball
Track (B & G)
Tennis (B & G)
Softball (G)
Swimming (B & G)
Lacrosse (B & G)
Cheerleading
Dance
Bowling

COMMUNICATION WITH PARENTS

PROGRESS REPORTS are sent home with students at 4-1/2 weeks and 13-1/2 weeks of each term. Progress reports that contain a D or a F in any one subject will be mailed within a few days of distribution.

REPORT CARDS are sent home with students at the end of each 9-week quarter and at the end of each term. Students will receive them in first period class. Students with a D or a F in any one class will receive a report card by mail within a few days of student distribution.

PARENT TEACHER CONFERENCES AND OPEN HOUSES will be listed on the County Calendar.

INDIVIDUAL CONFERENCES with teachers and/or administrators may be scheduled at any time by calling your child's counselor for help in setting up an appointment time.

PERIODIC NEWSLETTERS from Cookeville High School are available via email. Sign up at www.cookevillecavs.com, click the tab "Just For Parents" and follow the instructions at the top of the page." Important information is also posted on Power School bulletins.

CHS WEBSITE www.cookevillecavs.com contains an Activities Calendar, email addresses of all faculty and staff, teacher web sites, the CHS Connection (school newsletter) and many other useful resources.

We welcome parents to participate in our Family Engagement activities. Family Engagement meetings and activities are scheduled periodically throughout the school year. Please contact Bethany Fillers at fillersb@pcsstn.com or 931-520-2149 for more information.

GENERAL INFORMATION

TENNESSEE HIGH SCHOOL COURSES WHICH MEET THE UNIVERSITY OF TENNESSEE AND TENNESSEE BOARD OF REGENTS UNIVERSITY ADMISSIONS REQUIREMENTS

Division I or II Intercollegiate Athletics

Special Note: Any student who plans to enroll in college as a freshman and participate in Division I or II intercollegiate athletics must be certified by the NCAA Initial-Eligibility Clearinghouse. To be certified by the Clearinghouse, a student must meet several criteria. Please be sure to obtain this information located in the Counseling Center. Students should apply for certification after their junior year in high school if they are sure they wish to participate in intercollegiate athletics as a freshman at a Division I or II institution. Do not wait until the last minute to process these papers. Contact the counselor if this applies! For more information and to register with the Clearinghouse, visit www.ncaaclearinghouse.net.

NCAA legislation provides for the acceptance of State-Administered ACT test results for use in determination of NCAA Initial-Eligibility for both Division I and Division II schools. Only College-Reportable scores, as determined by ACT, are eligible to be reported to the NCAA. Scores achieved under State-Allowed conditions are not eligible for reporting to colleges or the NCAA.
 NCAA Bylaws – <http://www.ncaa.org/wps/ncaa?ContentID=19>

UT/TBR UNIT REQUIREMENTS

English - 4 units

Algebra I & II - 2 units

Advanced Mathematics - 1 unit

Natural/Physical Sciences - 2 units required; 1 course must be from Group A:

U.S. History - 1 unit

Social Studies - 1 unit

Foreign Language - 2 units in same language required

Visual/Performing Arts - 1 unit

COURSES FULFILLING REQUIREMENTS

English I, II, III, IV

Algebra I or Technical Algebra Algebra II

Geometry, Technical Geometry, Adv. Alg. & Trigonometry, Statistics, Discrete Mathematics w/ Statistics & Probability, Pre-Calculus, Calculus,

Group A: Biology I or II, Biology for Technology, Chemistry I or II, Physics, Earth Science, or Principles of Technology I or II

Group B: Anatomy and Physiology, Physical Science, Agriscience, Geology, Ecology, Nutrition Science, Environmental Science (AP only)

U.S. History

World History, Ancient History, World Geography, European History, Modern History

Latin, French, Spanish, Japanese, Russian, German, Other Languages

Theatre Arts, Visual Arts, General Music, Music Theory, Music History, Vocal Music, Instrumental Music, Art History, Dance I, II, III, or IV

COURSES NOT FULFILLING REQUIREMENTS

Journalism, Speech, Business Communication, Accounting I, II or III

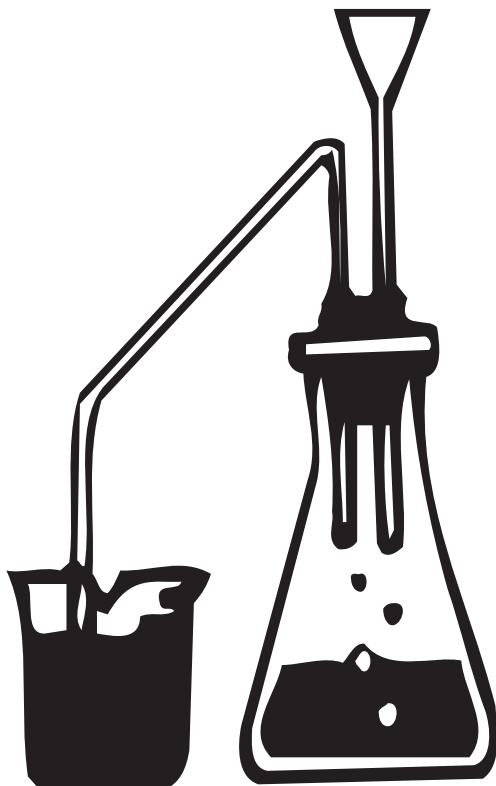
Pre-Algebra, Arithmetic, Applied Mathematics I & II, Business Math, Computer Technology, Math for Technology I, Foundations I & II, Competency Mathematics

Life Science, Environmental Science

Economics, Sociology, Psychology, Civics, U.S. Government, Anthropology, Contemporary Issues

Computer Language, American Sign Language

Commercial Art, Drafting, Industrial Arts, Public Speaking (Speech), Physical Education classes



Tennessee Uniform Grading System				
Grade	Percentage Range		Weighting for Honors Courses and National Industry Certification	Weighting for Advanced Placement and International Baccalaureate Courses
A	93	100	Includes the addition of 3 percentage points to the grades used to calculate the semester average.	Includes the addition of 5 percentage points to the grades used to calculate the semester average.
B	85	92		
C	75	84		
D	70	74		
F	0	69		

Quality Point System			
AP and IB	Honors and National Industry Certification	Regular	Resource
A = 6		A = 4	A = 2
B = 5	A = 5	B = 3	B = 1
C = 4	B = 4	C = 2	C = 1/2
D = 3	C = 3	D = 1	D = 1/4
F = 0	D = 2	F = 0	F = 0
	F = 0		

CAREER & TECHNICAL FOCUS**CTE FOCUS: Agriculture** (page 7)**Animals Systems:** Pre-Vet

Agriscience

Small Animal Care-offered even years

Horse Science-offered odd years

Vet. Science-by application/teacher approval offered 2010, 2013 (every 3rd year)

Animal Systems: Production Animals

Agriscience

Advanced Principles of Agriculture -offered odd years

Livestock management-offered even years

Animal Biotechnology **-to be added to rotation pending board approval

Plants Systems: Landscaping & Turf Science

Agriscience

Landscaping & Turf Management-offered even years

Greenhouse Management-offered odd years

Plant Biotechnology **-to be added to rotation pending board approval

Additional offerings:

Agriculture, Mechanics & Maintenance -not in a program of study but will be offered 2011, 2014(every 3rd year)

Wildlife Management -not in a program of study but will be offered 2012, 2015 (every 3rd year)

CTE FOCUS: Business (page 7)**Business Financial Management & Accounting**

Computer Applications

Accounting I

Accounting II

Business Management

Business Management

Financial Planning

Accounting I

Business Management

Virtual Enterprise/Business Economics

CTE FOCUS: Computer Repairs and**Applications** (page 7)**Networking Systems**

Information Technology A/B (2 Credits Max)

Computer Operating Systems & Hardware A and B (2 credits max)

Networking/Cabling (offered odd years)

Cabling Technology (offered even years)

Web Design

Information Technology A/B (2 Credits Max)

Website I- Foundations

Webpage Design II – Site Design

Webdesign-eCommerce

CTE FOCUS: Construction (page 10)**Construction-Carpentry**

Construction Core

Carpentry I (2 credits max)

Carpentry II (2 credits max)

Construction-Electrical

Career Management Success

Construction Core

Electrical I** pending board approval for 2012-2013 school year

Electrical II**pending board approval for 2012-2013 school year

CTE FOCUS: Drafting (page 10)**Productive Design or Design & Pre-Construction**

Computer Aided Drafting (2 credits)

Advanced Computer Aided Design (2 credits)

CTE FOCUS: Family and Consumer**Sciences** (page 8)**Counseling and Mental Health Sciences**

Family And Consumer Sciences

Child & Lifespan Development-offered even years

Family & Parenting-offered odd years

Life Connections

Early Childhood Development and Services OR Teacher Training Services: Pre**K-Early Childhood Education**

Family & Consumer Services

Early Childhood Education Careers I

Early Childhood Education Careers II

Early Childhood Education Careers III/service based learning-teacher recommendation

Family and Community Services

Family & Consumer Sciences

Child & Lifespan Development-offered even years

Nutrition & Foods

Life Connections

Interior Design

Family & Consumer Sciences

Interior Design- offered even years

Aspects of Housing- offered odd years

Life Connections

Fashion Design

Family & Consumer Sciences

Fashion Design & Merchandising-offered even years

Textiles & Apparel- offered odd years

Life Connections

CTE FOCUS: Food and Beverage Services**Culinary Arts** (page 10)

Family and Consumer Science

Culinary Arts I, II, and III

CTE FOCUS: Health Science (page 9)**Biotechnology Research & Development**

Health Science Education

Diagnostic Medicine ** to be added to rotation pending board approval

Anatomy & Physiology

Forensics

Support Services

Health Science Education

Medical Therapeutics

Anatomy & Physiology

Clinical Rotation

Therapeutic Services

Health Science Education

Medical Therapeutics

Anatomy & Physiology

Clinical Rotation

CTE FOCUS: Human Services (page 10)

Principles of Cosmetology

Design Principles Cosmetology (2 credits)

Chemistry of Cosmetology (2 credits max)

CTE FOCUS: Journalism & Broadcasting

Media Concepts

Electronic Media Production (3 Credits)

Electronic Media Management & Operations

(4 Credits)

CTE FOCUS: Marketing (page 8)**Merchandising**

Exploration of Merchandising

Marketing I

Marketing II

Retail Operations

Marketing Work Based Learning

CTE FOCUS: Transportation Service**Automotive Technology** (page 9)

Transportation Core

Auto: Brake Systems

Auto: Suspension & Steering

Auto: Electrical / Electronics (2 credits)

Auto: Auto: Engine Performance (2 credits)

may be taken after Electrical/Electronics (2 credits)

FINE ARTS FOCUS

(One credit is required of every student in the University & Dual pathways - all others would be elective credit) (page 14)

Art I, II, III,

Art IV (Half Credits See Page 14)

IB Visual Art SL

Theatre I

Theatre II/III/IV (maximum 3 credits)

IB Theatre Arts SL

Cavalier Concert Choir

Cavalier Freshmen Mixed Choir

Advanced Concert Choir/Treble Choir-H

Symphonic Band

Percussion Ensemble

IB Music SL

Dance I, II, III and IV

SCIENCE AND MATH FOCUS**Mathematics** (pages 17 -20)

(Required and Elective courses vary according to student's pathway)

Advanced Algebra & Trigonometry

Pre-Calculus

AP Calculus AB

AP Calculus BC

Statistics Honors

Discrete Math

IB Math SL

IB Math HL

Science

(Required and Elective courses vary according to student's pathway)

Physical World Concepts

Physics H

AP/IB SL Physics

Physical Science

Chemistry

Anatomy & Physiology H

AP /IB SL Biology

IB Biology HL

AP/IB SL Chemistry

IB Chemistry HL

HUMANITIES FOCUS**Social Studies** (page 20)

Humanities H

Psychology/Sociology

AP European History

Nurturing the Needs of the Exceptional

Learner (Peer Buddy)

IB History of the Americas SL

IB History of the Americas HL

IB ITGS SL

IB Theory of Knowledge (TOK)

IB Economics

English (page 11)**Creative Writing**

Journalism - Yearbook

Journalism - Newspaper

Speech & Forensics

World Literature H

IB English SL /IB English HL

AP English Lang and Comp

AP English Lit and Comp

Foreign Language (page 15)

(Students must have two credits of the same foreign language)

French I, II, III, IV

Spanish I, II, III, IV

IB Spanish SL

German I, II, III

AP/IB FOCUS

All AP and IB classes will satisfy the AP/IB Elective Focus unless the class has been taken to satisfy a READY CORE curriculum requirement. (page 23)

JROTC FOCUS

JROTC I, II, III, IV (See page 17 for more information)

OTHER ELECTIVE COURSES

Physical Education I (page 17)

Physical Education II

Physical Education II Strength & Conditioning for Football

Physical Education II Strength & Conditioning for Wrestling

AGRICULTURE

AGRISCIENCE

#5121 9-12th Grades

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 in this focus area.

AG MECHANICS (Offered 2011 & 2014)

#5101 10-12th Grades

Recommended Prerequisite: Agriscience

Agricultural Mechanics includes standards to prepare students for operational procedures for a shop or a home environment. Students learn basic skills in areas, including welding, electricity, and measurement, and plumbing. As students enter the 21st century, they need to have skills that can be used in a rural or an urban environment. This course is not part of a program of study.

SMALL ANIMAL CARE

#5122 10-12th Grades

Small Animal Care contains objectives to prepare students for careers in managing and caring for specialty and companion animals. As our population raises more specialty and companion animals for production purposes and personal value, careers that work with these animals in a safe environment will continue to expand.

HORSE SCIENCE

#5118 10-12th Grades

Horse science is designed to develop basic understanding of equine handling, health, maintenance, reproduction, selection and management. Horse populations in the state have continued to grow and their economic impact has increased with this growth. This course is designed to help students prepare for the social and economic impact equine science will have in the 21st century.

LIVESTOCK MANAGEMENT

#5127

10-12th Grades

Prerequisites: Agriscience, Horse Science or Small Animal Care

Livestock Management will help prepare students for further courses of study in animal science. The effective management of livestock requires an applicable knowledge of animal anatomy, nutrition, health genetics, facilities and the effects of livestock production on the environment. This course further prepares students to apply these principles.

GREENHOUSE MANAGEMENT

#5117 10-12th Grades

This course deals with greenhouse construction, propagation, watering systems, chemical and biological controls, with special emphasis on vegetable, bedding plants, and fruit production.

LANDSCAPING & TURF SCIENCE

(Even years)

#5113 10-12th Grades

Prerequisites: Greenhouse Management

Exterior/Interior Landscaping includes standards to prepare students for creating aesthetic environments for homes and industries. As the population expands and economics grow, the demand for planned and creative exterior and interior landscapes increases. The desire for appropriate landscape materials and designs will grow in the 21st century.

ADVANCED PRINCIPLES OF AGRICULTURAL SCIENCE

#5105 10-11th Grades

Prerequisites: Agriscience or Principles of Agricultural Sciences

Advanced Principles of Agricultural Sciences includes standards that challenge students to plan for one of the five career clusters in agriculture.

Understanding the skills necessary to be successful in an agriculture career is important for students as they enter the agricultural industry in the 21st century.

VETERINARY SCIENCE (Offered every 3rd years, starting 2010, 2013)

#5126 11-12th Grades

Prerequisites: Agriscience (HQ) or Principles of Agricultural Sciences

Veterinary Science challenges students to use advanced technologies and medical treatments to maintain the health of animals. The animal health industry continues to grow in importance and prominence as more people purchase animals for pleasure and sustenance.

WILDLIFE MANAGEMENT AND RECREATION (Offered 2012, 2015 school years)

#5124 10-12th Grades

Wildlife Management and Recreation emphasizes the awareness of conservation and preservation management practices utilized to ensure the sustainability of our outdoor resources. Integrated academics and experiential learning will build conservation awareness among students. This will, in turn, generate career interests and more responsible land ownership in the community as we enter the 21st century.

BUSINESS

COMPUTER APPLICATIONS

#3638/#3718 9-12th Grades

This course is designed to develop computer technology skills. Students will use a variety of computer software and hardware tools and features of an electronic information network. Students will explore the historical, social and ethical issues of using computer technology. The students will develop skills that will assist them with efficient production, accurate production analysis, management of information, and design and presentation of a multimedia project.

BUSINESS MANAGEMENT

#3707 11-12th Grades

Recommended Credit: 1 Credit

Students in Business Management will develop a foundation in the many activities, problems, and decisions that are intrinsic to the management of a

successful business, as well as an appreciation for the importance of these responsibilities. Areas to be examined include business organization, ethical and legal responsibilities, communication, decisionmaking, personnel, safety, professional development and related careers. By gaining an understanding of these areas, students will be better prepared to enhance the business decision of tomorrow.

ACCOUNTING I

#3779 10-12th Grades

Workbook cost: \$21.00

This course covers the basic accounting skills involved in the three main types of businesses: sole proprietorship, manufacturing partnership, and corporation. Students will learn the skills necessary to record business transactions and analyze the financial condition of a business. They will become proficient in using software for accounting on the computer. They will learn to use the program Microsoft Excel to keep a personal budget.

ACCOUNTING II

#3780 11-12th Grades

Prerequisite: Accounting I

Workbook cost: \$21.00

This course develops skills in advanced manual and automated accounting procedures such as control systems, cost accounting, managerial accounting, and fundamental auditing procedures. Students will discover various uses of spreadsheets that are relevant in current accounting practices. They will develop skill in investing money by playing the Stock Market Game.

FINANCIAL PLANNING

#3717 10-12th Grades

Recommended Credit: 1 Credit

Financial Planning is a course designed to develop skills in the use of financial principles in making business decisions. Students will research job qualifications and employment opportunities in finance. The course includes a study of the allocation of financial resources, the effects of finance and credit institutions of the business community and the impact of financial decisions on the consumer market. Ethical issues will be presented in this course.

VIRTUAL ENTERPRISE INTERNATIONAL (VE) HONORS/ BUSINESS ECONOMICS

#3757/3755 11-12th Grades

Prerequisites: 1. Computer Applications AND

2. Accounting I or Marketing and Management I

Virtual Enterprise International (VE) is a simulated business environment. The VE students will be involved in actual on the job work experiences, including accounting, personnel administration, management and marketing. The only difference between the VE and an actual business is that no material goods are produced or legal tender exchanged. However, services will be provided. Working in a team, the student will develop and enhance oral and written communication skills through initiative, responsibility, and creativity.

The VE experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. The course will link learning to application and real life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Labora-

tory facilities and experiences simulate those found in business and industry.

Virtual Enterprise International substitutes for Economics credit.

COMPUTER REPAIR & APPLICATIONS

INFORMATION TECHNOLOGY FOUNDATION A/B

5755 9-12th Grades

Lab fee: \$15.00, Recommendation: C Average in Math, Maximum 2 credits

Information Technology Foundations is designed to prepare students with work-related skills for advancement in the telecommunication and information technology career paths. Content provides students the opportunity to acquire basic foundational knowledge and skills in both theory and practical applications in direct current, alternating current, and power supply circuits. Course content includes fundamentals of networking concepts for personal computers (PC), networking, determining system requirements, setting up equipment, and performing installation tests for the end user. Content provides the opportunity to evaluate and install peripheral devices and become familiar with operating systems. Course content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of language, structure, and typography. Standards 11 through 13 stress layout and design guidelines as applied in the design of markup language documents. Course content will be delivered through virtual training and hands-on methods. Competencies mastered during this course help prepare students toward acquiring A+ and/or Net+ certification and/or Web design employment.

Safety test must be passed and demonstrated at all times. Safety dress must be followed.

COMPUTER OPERATING SYSTEMS & HARDWARE A & B

#5756 10-12th Grades

Prerequisite: Information Technology Foundations

Recommended: Algebra I

Maximum of 2 credits

This course is designed to prepare students with work-related skills and for certification in the computer service technician career path. Content provides students the opportunity to acquire knowledge and skill in both theory and practical applications pertaining to troubleshooting, replacing, installing, and upgrading computers. Procedures used in the course may be hardware oriented, software oriented, or programming oriented procedures. Upon completion of the course students will possess a thorough knowledge of modern personal computer hardware and software structure and be able to take the A + Certification exam.

CABLING TECHNOLOGY

#5758 11-12th Grades

Maximum 1 credit (Offered even years)

Prerequisite: Information Technology Foundations

Recommended: Algebra I

8 COURSE DESCRIPTIONS - Career & Technical Education

Cabling Technology is a part of the information technology infrastructure sub cluster, and it is designed to equip technicians with the fundamental knowledge, skills, and abilities necessary to install, troubleshoot, and maintain today's networks. Course content presents the principles, which govern the architecture and design of systems and networks for connectivity of video, voice, and data communications. Course content and skill development is delivered by the use of training centers and training aids in the class laboratory on which students complete training exercises.

WEBSITE DESIGN

#5766, #5767, #5769 10-12th Grades

Prerequisite: Information Technology Foundations or Computer Applications
Recommended: Algebra I
Maximum 3 credits

Web Site Design Foundations prepares students with work-related skills for advancement into post-secondary education or industry. Course content includes exposure to basic Web design and the dynamics of networking/internetworking, Web hosting and Web design in e-commerce. The course content provides students the opportunity to acquire fundamental skills in both theory and practical application of Web design and of leadership and interpersonal skill development. Laboratory facilities and experiences simulate those found in the Web Page Design and construction industry.

NETWORKING/CABLING COURSE

#5757 10-12th Grades (Offered odd years)

Prerequisites: Info Tech and Computer Operating Systems

Network/Cabling Course is designed to prepare students to meet the challenges of working in the Information Technology (IT) industry. Students are given the opportunity to experience various aspects of network administration including design, installation, and maintenance of new and existing networks; management of routers, switches, servers, workstations, and other devices connected to a network. The course also covers the basics of cabling for a variety of network mediums that a student might encounter on a job site. This course also prepares students to pursue CompTIA Net+ certification.

MARKETING

EXPLORATION OF MARKETING AND MANAGEMENT

#5014 9-10th Grades

This course is designed to introduce and provide an overview of marketing and management, as well as employment opportunities available in these fields. Students will explore important marketing concepts, functions, personality traits, and communication necessary for marketing and managements careers.

MARKETING I

#5000 10 - 12th Grades

Marketing I studies the concepts of marketing using practical applications. Students examine the responsibility of marketers and the challenges they face as they strive to remain competitive in

their market. Subject matter includes economics, marketing concepts and human resources leadership development. Skills in communication, mathematics, economics and psychology are reinforced in this course. Students in this class will participate in the operation of the school bookstore including cash register operation and silk screening techniques. This class will substitute for senior Economics.

MARKETING II

#5001 11-12th Grades

Prerequisite: Marketing I

Marketing II emphasizes marketing concepts and management functions performed by professionals. Students will examine challenges, responsibilities, and risks managers face in today's workplace. This class emphasizes the development of decision making skills so that students understand the impact of management challenges. Subject matter includes finance, entrepreneurship, risk management, marketing information systems, purchasing, human resource skills, and leadership development. Communication, interpersonal and mathematics skills are reinforced in this course. Students in this class will participate in the operation of the school bookstore including cash register operation and silk screening techniques. This class will be offered in the 2010-2011 school year.

RETAIL OPERATIONS

#5052 10-12th Grades

Pre-requisite: Marketing I, Marketing II

Retail Operations offers students the opportunity to learn marketing skills needed in the fast-paced world of retailing. In this course, the student will learn that retailing is a significant and vital component to the United States economy and is quickly becoming an integral part of the global economy. Throughout this course the student will be made aware of the importance of retailing in its various forms as the final step in getting products and services to consumers in the market place. Students in this class will play a major role in the operation of the student bookstore and the screen printing operations within the store. This class will be offered in the 2011-2012 school year. It will also be the class for all marketing work based student learning, beginning fall 2011.

MARKETING WORK BASED LEARNING

#5098 12th Grade

Marketing Work Based Learning is a class for 12th graders who desire experience in an actual work setting. All state required components are covered with an additional emphasis on the job site experience. Students who take this course must work 10-20 hours per week and receive early dismissal from school based on the number of credits they are earning from the course. Admission into this class is dependent upon submission of an application, interview, credit check and reference check. See Mrs. Matheny for more information.

FAMILY AND CONSUMER SCIENCES

FAMILY AND CONSUMER SCIENCES

#5603 9th Graders ONLY

This is the prerequisite/introductory course for all other FACS classes. This should be the first FACS class a 9th grader takes in the FACS focus area.

Materials cost: \$10.00

Family and Consumer Sciences is a foundation course designed to assist students in developing the core knowledge and skills needed to manage their lives. Emphasis is on leadership, child and lifespan development, family and parenting education, consumer economics and resource management, housing and living environments, nutrition and foods, textiles and apparel, and career preparation. Critical skills in decision-making, problem solving, critical thinking, technology, work and family management, and workplace readiness are reinforced through authentic experiences. A unique focus is on the management of families, work, and their interrelationships. This is the introductory course that allows students to select specific areas for a future concentrated study in one of the Family and Consumer Science classes.

Life Connections

#5623 12th Graders ONLY

Prerequisite: Family & Consumer Sciences

Life Connections is a course focused on preparing students to make a successful transition from high school to adult life. Students will learn how to effectively manage the roles and responsibilities associated with interpersonal relationships, careers and the workplace. Skills taught relate to decision-making, problem solving, critical thinking, communication, and goal setting. An integral part of the Life Connections course is student participation in Stranger Day- a program to introduce students to various professionals and give students the opportunity to practice introduction and communication skills with people they've never met before. This experience helps students make connections for future employment and gain confidence in meeting people for the first time.

Family & Parenting

#5606 11-12th Graders

Prerequisite: Family & Consumer Sciences

Family & Parenting is a specialized course which emphasizes the significance of the family as a basic unit of society and its impact on the well-being of individuals. Major focus areas of this course include preparation for marriage, parenthood, and the responsibilities for successful management of family life. During this course students have the opportunity to participate in the Mock Wedding and carry egg babies in order to prepare for the real-world experiences of marriage and parenting. Students can also choose to take home a computerized baby to simulate the care of an infant.

Child and Lifespan Development

#5625 10-12th Graders

Prerequisite: Family & Consumer Sciences

Child and Lifespan Development prepares students to understand the physical, social, emotional and intellectual growth and development throughout the lifespan. Experiences such as laboratory observations, job shadowing, service learning and laboratory participation will enhance the learning process. Instructional content includes child development theories and research; pregnancy and prenatal development; infants and toddlers;

preschool years; middle childhood; adolescence; adulthood; geriatrics; death and dying; careers; and leadership, citizenship and teamwork.

Aspects of Housing

#5614 10-12th Graders

Prerequisite: Family & Consumer Sciences

Aspects of Housing is a course designed to educate students on the influences affecting housing decisions in today's society. Topics of instruction include the social/psychological needs for housing, trends of housing, home care and maintenance, and aspects of historical architecture and styles of housing. Students will also be exposed to important information on the process of moving out and renting and/or buying their first home. Various housing career professionals are brought in throughout the year to provide valuable insight into their careers and their impact on housing today.

TEXTILES AND APPAREL

#5612 10-12th Grades

Materials Cost: \$8.00

Recommended: Family and Consumer Sciences

Textiles and Apparel is a specialized course designed to prepare students to understand the social, psychological, and physiological aspects of textile and apparel products. Instruction in how to select, produce, maintain, and alter textile and apparel products and the effect of consumer choices on the needs of the individual and family are included in the course of study.

Interior Design

#5626 10-12th Graders

Prerequisite: Family & Consumer Sciences

Interior Design is a course designed to expose students to the concepts and application of the elements and principles of design as they relate to home furnishings and equipment. Students will gain hands-on experience painting and creating designs in addition to exploring the many aspects of interior spaces that can be designed. The culminating project for this course is a design challenge where students compete to design rooms for fictitious clients that will be judged by real interior designers. Various interior design professionals are brought in throughout the year to provide valuable insight into their careers and their impact on design for today.

Nutrition and Foods

#5609 10-12th Graders ONLY

Prerequisite: Family & Consumer Sciences

Foods Lab Fee: \$40.00

Nutrition and Foods is a specialized course with emphasis on helping students understand the significance of food, principles of nutrition, and the relationship of nutrition to and individual's health and well being. This course offers students the opportunity to develop skills in the selection, preparation, storing, and serving of food. Techniques for meal management and meeting family nutrition needs across the life span are also emphasized. Careers and occupations in nutrition and food industries will be explored.

Early Childhood Education I

#5650 10-12th Graders

Prerequisite: Family & Consumer Sciences

This course prepares high school students for

gainful employment in entry-level positions in occupations related to childcare. The focus of this course is upon knowledge and skills necessary to pursue a career in the care and guidance of children. Emphasis is upon applying knowledge of how children grow and develop, guiding the behavior of children, establishing a suitable childcare environment, and planning and supervising activities, which are appropriate for children. Students have the opportunity to apply their knowledge and skills as teachers of CHS preschool students.

Early Childhood Education II

#5660 11-12th Grades

Prerequisites: Family & Consumer Sciences AND Early Childhood Education I

Early Childhood Education II prepares students for gainful employment and/or entry into postsecondary education. Content provides students the opportunity to apply child development theory, develop and implement learning activities for young children, and integrate knowledge, skills, and practices required for careers in early childhood education and related services. Laboratory experiences offer school-based and/or work-based learning opportunities. Students will spend a minimum of 30% and a maximum of 50% of instructional time in laboratory experiences.

Early Childhood Education III/Service-Based Learning

#5661 12th Graders ONLY

Prerequisites: Family & Consumer Sciences, must be at least 16 years or older Early Childhood Education I and II Written, recommendation from ECE I instructor PRIOR to enrolling.

The Inclusion Preschool serves ages 3-5 and includes both typically developing and special needs children. Direct intervention from the teacher and related service providers include Pre-K academics, speech and language, physical and occupational therapy, and specialized services for visually or hearing impaired students. The preschool serves as a laboratory for high school students who have completed both Early Childhood Education levels I and II. As preschool interns, students will observe and assist pre-K teachers in addition to preparing and implementing their own activities. Interns will also be required to develop a portfolio to document laboratory experiences and compile lesson plans created.

HEALTH SCIENCE

HEALTH SCIENCE EDUCATION

#5504 9-12th Grades

This course is an introduction to broad standards that serve as a foundation for health care professions. Units included are academics in health care, communications systems, legal responsibilities, ethics, team work, and safety practices. Biweekly medical terminology quizzes are administered throughout the semester. All students present a display at CHS Health Fair.

HEALTH SCIENCE EDUCATION - HONORS

#5504H 9-12th Grades

This course is an introduction to broad standards that serve as a foundation for health care professions. Units included are academics in health care, communications systems, legal responsibilities, ethics, teamwork, and safety practices. Students will participate in a job shadowing experience arranged through local medical facilities. Greater emphasis will be placed on the student understanding cause and effect while studying health care academics. Students who wish to pursue any professional health care education should consider taking this honors course. All students present a display at CHS Health Fair.

MEDICAL THERAPEUTICS

#5506 10-12th Grades

Prerequisite: Health Science Education or pass the Health Science Education Medical Terminology test prior to the beginning of class.

This course provides knowledge and skills to maintain or change the health status of an individual over time. It includes hands-on activities of patient care. This includes careers such as dental, dietetics, medical assistance, home health, nursing, pharmacy, respiratory, social work, and others. After completion of this course, students may apply to enroll in clinical internship class. Use of correct medical terminology is stressed daily.

MEDICAL THERAPEUTICS CLINICAL ROTATION

#5501 12th Grade

Cost: Medical Malpractice insurance must be purchased by the class for approximately \$37.00 to \$50.00, per student

Prerequisite: Medical Therapeutics, Hepatitis B shots up to date, Some facilities require annual flu shots of all students, Students must provide own transportation to and from the clinical site, and students must wear a clean uniform every day that they are at the clinical site.

This class is an opportunity for students to observe health care workers on the job. Students are allowed to participate in activities dictated by the facility and the individual patient. Students with behavior or attendance issues, either during the eleventh or twelfth grades, will be allowed to enter or continue in the class. The state requires that the student and parent sign a contract agreeing to a strict set of rules. Students who do not follow the rules will be removed from the class and not receive credit.

FORENSICS

#5514 10-12th Grades

This course will focus applying the academic subject matter required to understand the history and development of the field of forensic science. DNA and other unique human features, analysis of high profile drugs and how they influence human physiology will be a focus. Students will interpret their understanding of the legal aspects of forensic science, its application in the judicial system and apply this knowledge to societal issues. OSHA regulations and safety guidelines that apply to biohazardous waste will be stressed. Careers such as forensic anthropology, entomology, pathology, nursing, district attorney, and police work will be focused.

HEALTH SCIENCE ANATOMY & PHYSIOLOGY HONORS

#5509 11-12th Grades

Prerequisite: Biology and Chemistry

This course is designed for the student to develop an understanding of the human body in health and disease. Medical terminology is a focus of the course. This course is recommended for any student who plans to study a professional health career (including, but not limited to, dental careers, medicine, physical therapy, occupational therapy, nursing or nutrition).

NOTE: This course satisfies one credit in Science or one vocational credit.

TRANSPORTATION SERVICE/AUTO

TRANSPORTATION CORE

#5702 9-10th Grades

The Transportation Core course prepares students for entry into all subsequent transportation courses. 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, and basic technician skills. Upon completing this course, students may enter automotive service technology, diesel equipment technology, leisure craft service technology, collision repair and refinish technology, or aviation maintenance.

AUTOMOTIVE BRAKE SYSTEMS

#5712 10-12th Grades

Prerequisite: Transportation Core

This course offers training in the diagnosis and repair of hydraulic, mechanical, and electrical systems used in standard and anti-lock brake systems. Course content includes diagnosis, repair, and/or service technology of hydraulic and anti-lock brake systems to original equipment manufacture (OEM) specifications. Educational experiences simulate automotive service industry operations through training aids, laboratory facilities, and school-based learning opportunities. Course content prepares students for the Automotive Service Excellence (ASE) Brake System test, for entry-level placement in the workforce, and for entry into post-secondary education.

AUTO: SUSPENSION & STEERING SYSTEMS

#5710 10-12th Grades

Prerequisites: Transportation Core

Recommended: Algebra I, Physical Science

This is a course that prepares students for entry-level positions or advanced training in automotive suspension and steering systems. Course material covers the principles of automotive suspension/steering systems and four-wheel suspension alignment. Course content provides the student the opportunity to acquire marketable skills by training in wheel alignment and the testing, diagnosis, and repair of suspension and steering systems. Lab facilities and experiences simulate automotive service industry operations through the use of training aids and modules and school-based learning opportunities. Course content prepares students for the Automotive Service Excellence (ASE) Suspension

and Steering test.

AUTO: ELECTRICAL/ELECTRONICS A/B

#5713 10-12th Grades

Prerequisites: Transportation Core (Maximum 2 credits)

Recommended: Algebra I, Physical Science

This is a course that prepares students for entry-level positions or advanced training in automotive electrical and electronics systems. Students apply principles of electronics to automotive technology and develop diagnostic skills. The course provides students the opportunity to acquire marketable skills by training in the use of digital and analog voltmeters, ohmmeters, and amp-meters; as well as oscilloscopes, test-lights, load-testers and specialized electrical test equipment. Educational experiences simulate automotive service industry operations through the use of training aids and modules and school-based learning opportunities. Course content prepares students for the Automotive Service Excellence (ASE) Electrical and Electronics test.

AUTO: ENGINE PERFORMANCE A/B

#5711 11-12th Grades

Maximum 2 credits

Prerequisites: Transportation Core, Algebra I, Physical Science, Auto Electronic Systems.

This is a course that prepares students for entry-level positions or advanced training in engine performance. The course covers electronic ignition and distributor ignition systems, fuel management, exhaust emission control, and computer input and output signals and will identify the different types of sensors used by automotive engine computers. Students will perform inspections, tests and measurements for diagnosis and perform needed repairs. Education and experiences simulate automotive service industry operations through the use of training aids and modules and offer school-based learning opportunities.

CONSTRUCTION TECHNOLOGY

CONSTRUCTION CORE

#5730 9-11th Grades

This course, which is a prerequisite for the Construction Trades, will provide a basic introduction to the construction industry. Course content includes leadership development, safety, math related to the construction trades, hand-tool and power-tool operation, blueprint reading, and rigging. The emphasis of this entry-level course is on identification and recognition, not interpretation. Upon successful completion of training with a certified instructor on the Wheels of Learning CORE Course, students receive an industry-recognized certificate and transcript. Upon successful completion of training and recording with NCCER (National Center for Construction Education and Research), the student is eligible to be placed on a national job listing for employment.

CARPENTRY I - HONORS

#5731 10-12th Grades

Maximum 2 credits

Prerequisites: Construction Core

Prerequisite or Concurrent: Algebra I

10 COURSE DESCRIPTIONS - Career & Technical Education & English

Carpentry I is a course that will introduce students to basic skills and knowledge related to residential and commercial carpentry. Topics covered include wood, metal, and concrete building materials; fasteners; hand and power tools; fabrication based on construction plans; and framing of platform and post-and-beam structures in both wood and metal. This course gives students an introduction to the skill and knowledge base typically required for apprentice carpenters.

CARPENTRY II - HONORS

#5732 11-12 Grades

Maximum 2 Credits

Prerequisite: Carpentry I

Recommended: Geometry

This course offers an opportunity for students who have demonstrated a motivated interest in residential home construction to learn and improve upon their basic skills by building on the Cookeville High School job site, a 3-bedroom, 2-bath home. Carpentry, masonry, plumbing, electrical, cabinetry, and interior systems are taught and practiced by student trades persons. Layout, marketing, and job-site organizational skills are emphasized.

DRAFTING

CAREER MANAGEMENT SUCCESS

#5701 9-12 Grade

Career Management Success is a core course for career clusters. The course provides students with tools for achieving success in their academic, work, and personal lives. Course content emphasizes the basic skills and knowledge needed for employment success, as identified by industry and supported by relevant national standards. All course content is presented in a real-world context, providing concrete opportunities for developing personal and career goals, effective communication skills, teamwork abilities, and successful work attitudes. Upon completion of the course, students will be able to complete the Professional Development Program Level I and Level II of SkillsUSA or other degree programs in other career and technical youth organizations.

COMPUTER AIDED DRAFTING

#5788 9 - 11 Grades

Maximum 2 Credits

Recommended: Algebra I

Computer Aided Drafting is a course in which students learn the basic concepts of scale drawings and orthographic projections by making simple two- and three-dimensional drawings using manual drafting tools and computer-aided design (CAD). Course content will enable students to make the transition into the use of CAD software by having them make increasingly sophisticated drawings. Student work in teams will culminate in a class project to create a complete set of construction and assembly drawings for a mechanical product.

ADVANCED COMPUTER AIDED DRAFTING

#5789 11 - 12 Grades

Maximum 2 credits

Prerequisites: Computer Aided Drafting

Recommended: Algebra I, Geometry

Advanced Computer-Aided Drafting is a course

in which students will learn to use a CAD program to create engineering drawings including plan drawings, assembly drawings, welding and process drawings, cross sections, 3D representations, and bills of materials. The course consists primarily of individual drawing projects, with some group projects. Emphasis is on drawing projects of increasing complexity.

JOURNALISM & BROADCASTING

MEDIA CONCEPTS

#5763 9-12 Grades

This is an introductory level course for students interested in the media industry. This course provides a broad based exposure to audio, video, journalism and broadcasting within the media industry. Much of the course is emphasized through projects utilizing the information and techniques presented in class.

ELECTRONIC MEDIA PRODUCTION

#5764 11-12 Grades

Maximum 3 Credits

Prerequisite: Media Concepts

This course focuses on electronic media production (EMP) technologies utilizing simulated and real-life projects. This course centers on production of various EMP products, including commercials, news, music, interactive and industrial programming. The student will gain insight into the many facets of EMP, including, concept creation, scripting, sound design, visual design, engineering, editing, budgeting, and producing.

ELECTRONIC MEDIA MANAGEMENT AND OPERATIONS

#5765 12th Grade

Maximum 4 Credits

Prerequisites: Media Concepts AND Electronic Media Productions

This course focuses on simulated real-life electronic broadcasting media production and management activities and productions. Projects center on in-house production of newscasts, special events and original programming. Course content includes scripting, broadcasting, reporting, directing, editing, budgeting and producing, as well as, cameras, lights, sound and set design. This course will also explore the latest digital technology and application, research and future trends in the electronic media industry.

HUMAN SERVICES

PRINCIPLES OF COSMETOLOGY

#5338 9-11th Grades

Prerequisite: Good attendance record

Cost: Cosmetology Kit, \$100.00-\$125.00 (Required by the State Board of Cosmetology) Student on Fee Waiver will receive a kit to use while enrolled in the class. Kits may be paid for in installments or all at one time

Principles of Cosmetology is an introduction into the field of Cosmetology. The curriculum is designed to follow the State Board of Cosmetology Training program. Students receive hours for each

day they attend school, which will transfer to a private or post secondary school. Student may transfer these hours and continue their education after graduation to acquire a cosmetology license in the state of Tennessee. 1500 hours of training are required to take the state board exam. Attendance is extremely important to learn the skills necessary to succeed in this field.

Class content includes history of Cosmetology, job opportunities available, state law, sanitation, safety, hair design, hair cutting, shampooing, nail disorders and diseases, manicuring and pedicuring. Laboratory facilities and experience simulate those found in the cosmetology industry.

DESIGN PRINCIPLES OF COSMETOLOGY

#5339 10-12 Grades

Prerequisite: Principles of Cosm.

Acrylic Nail Kit Cost: \$75 for nail kit

Design Principles of Cosmetology is a continuation of cosmetology training, working toward the goal of 1500 hours to take the state board exam. Students will review and practice skills learned in the Principles of Cosmetology class. Students will spend time in the classroom and in a lab situation-serving clients from the community three days a week. They will study nail extensions, hair color, permanent waving, facials, salon management, skin disorders, hair removal, chemical relaxing, electricity, chemistry, and communication skills. Students will continue to practice new skills throughout the year to develop better techniques as they continue in the course. Students who acquire 300 hours of training are eligible to take the State Board of Cosmetology shampoo exam and receive a license to shampoo in the state of TN.

Attendance is extremely important for students to learn and practice the skills needed to be successful. Since much of the classroom is spent in the lab, students must attend class before or after school or during the 1-hour lunch to make up any work missed.

CHEMISTRY OF COSMETOLOGY

#5340 11 - 12th Grades

Prerequisites: Principles of Cosmetology, Design Principles of Cosmetology

Cost: None, students will use kit from previous classes.

This course is a continuation of training working toward the 1500 hours required by the State Board of Cosmetology to obtain a state license. This course prepares students to perform work-related services using chemicals in the cosmetology industry. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. The hours of training that a student acquires will transfer to a private or post secondary school where they may complete their training. Attendance is extremely important to succeed in this course.

FOOD AND BEVERAGE SERVICES (CULINARY ARTS)

FAMILY & CONSUMER SCIENCES

#5603

See Course Description on page 8

CULINARY ARTS I, II, III

10-11th Grades

Prerequisite: Family & Consumer Sciences

This course, which is the first level of Culinary Arts, prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities and by developing food preparation and service and interpersonal skills. Laboratory facilities and experiences, which simulate commercial food production and service operations, offer school based learning opportunities. Family, Career and Community Leaders of America (FCCLA), the co-curricular student organization, provides students with opportunities for leadership development, personal growth, and school/community involvement.

CULINARY ARTS II

10-12th Grades

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

CULINARY ARTS III

12th Grade

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

ENGLISH

CREATIVE WRITING

#3012 9-12th Grades

Material Fees: \$5.00

The student will be given the opportunity to develop a creative outlet through writing experiences. Creative Writing allows students to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format. The learning expectations are as follows:

- *Develop fluency, logic, clarity, and creativity
- *Write for a variety of audiences
- *Explore diverse modes and genres of writing
- *Utilize evaluation and revision skills
- *Focus on the steps of the process writing
- *Use available technology in the creative process

This course is an elective and does NOT satisfy an English graduation credit requirement.

ENGLISH I (9th) - SE (Special Education)

Students study the fundamental skills of grammar and literature. Emphasis is placed on vocabulary, spelling, grammar usage, sentence structure, writing skills, literacy, and reference tools. A study of the novel, short story, and poetry are included. This course requires placement through an IEP.

ENGLISH I (9th) #3001

Material Fees: \$5.00

Students study the fundamental skills of grammar and literature in this course. Emphasis is placed on the following study areas: vocabulary development, spelling, grammar usage, sentence structure, basic writing skills, general literacy, and use of reference tools through writing and computer technology. Literary terminology and interpretation are included in the study of fiction (short stories and novels), poetry, drama, and nonfiction.

A sampling of literature selections might include *Great Expectations*, *The Odyssey*, *The Miracle Worker*, *Animal Farm*, *Fabrenbeit 451*, *Romeo and Juliet*, *The Outsiders*, and *The Shakespeare Stealer* along with other selections in fiction, drama, short stories, nonfiction, and poetry. All elements of the course are taught with the Tennessee English 9 End-of-Course examination performance indicators in mind for writing, reading, viewing and representing, and speaking and listening.

ENGLISH I (9th) - HONORS #3001H

Material Fees: \$5.00

English I honors offers a combination of advanced grammar and composition skills along with a survey study of literature including selections from American, English, and world literature. Honors students study advanced vocabulary in beginning their preparation for the ACT/SAT college entrance exams through weekly units of study. Strategies for success in taking standardized tests, enhanced essay writing skills, and a variety of historical and contemporary reading selections are the foundation of the course. Students use computer technology for completing written assignments and for enhancing research skills and techniques. Creative group and individual projects support the core goals of the course.

Literature selections might include *Ivanhoe*, *A Tale of Two Cities*, *Animal Farm*, *Medea*, *Mythology*, *Fabrenbeit 451*, *The Red Badge of Courage*, and *KonTiki* along with other selections from poetry, drama, short stories, and nonfiction. Students can expect to purchase some of the paperback reading selections themselves during the year beginning with the summer reading requirement. Summer reading is a prerequisite to the course. Students who do not complete the summer reading assignment will be dismissed from the course and assigned to a standard level English I class.

Students who anticipate a transfer to CHS from another school are responsible for checking with the CHS school officials on duty during the summer break to make arrangements for picking up information pertaining to the required summer reading for a course. All honors level teachers leave instruction packets and materials with the main office staff and/or the guidance office, and the summer assignments are also posted on the individual teacher web sites accessed through <http://www.cookevillecavaliers.com>. Questions about summer reading should be directed to individual teachers of the class in ques-

tion through the teacher web site.

English I honors is designed for the serious student who is able to manage time well and to commit to working through a vigorous course of study. Therefore, careful consideration is necessary before reserving a seat in this class. A comprehensive nine-week and a comprehensive eighteen-week exam are given for each semester of the course.

ALL English I (9th) students must take the End-of-Course exam.

ENGLISH II (10th) - SE (Special Education) #3002

Material Fees: \$5.00

Students study the fundamental skills of grammar and composition. Emphasis is placed on vocabulary, spelling, grammar usage, sentence structure and writing skills. A study of a novel is included. Emphasis is placed on core knowledge required for the Gateway exam. This course requires placement through an IEP.

ENGLISH II (10th) #3002

Material Fees: \$5.00

The first semester of English II includes a short review of basic elements of grammar and introduces those advanced elements of grammar not completed in English I. Composition skills in usage, punctuation, and sentence structure are reinforced through writing assignments and comprehensive grammar exercises designed to aid students in successful completion of the state mandated English II Gateway examination. Literature study during the first semester includes elements of the short story and the short novel. A modern drama and nonfiction are also examined. The second semester of the course includes the organization, development, and construction of paragraphs. Literature study during this semester includes a Shakespearean drama, introduction to the essay as a literary form, the longer novel and its elements, and poetry. Literary terminology is studied within each of the literature units. Vocabulary study, problem-solving strategies, communication skills, and the gathering and usage of information are all elements of the course goals. Computer technology is used throughout the course to enhance writing and research skills.

Literature selections might include *Julius Caesar*, *A Midsummer Night's Dream*, *And Then There Were None*, *To Kill A Mockingbird*, *Dracula*, *Night*, *The Pigman*, *Lord of the Flies*, *A Lesson Before Dying*, *A Night to Remember*, and *Trifles* ("A Jury of her Peers") along with other selections from drama, nonfiction, and poetry. All elements of the course are taught with the Tennessee English II Gateway examination performance indicators in mind for writing, reading, viewing and representing, and speaking and listening.

ENGLISH II (10th) - HONORS #3002H

English II honors is designed for the sophomore student who excels in the study of grammar and literature. Honors II is structured toward the dedicated student who is able to manage the rigorous demands of an advanced English course.

Emphasis is placed on the further development and refinement of advanced grammar and writing skills begun in English I honors. This course does not provide separate grammar instruction, but incorporates

that instruction into writing assignments and their correction/revision. Because students enrolled in English II honors should already possess a strong foundation in the mechanics of grammar, concentration in the course centers itself on the development of writing voice and writing style through sentence variety and transition, and diction. The Harbrace College Handbook is the primary text used to write and correct essays and other class writings.

In this advanced course, students will read, annotate, and analyze numerous classic and contemporary literary works, conduct formal research and debate, write persuasive, expository, and literary analysis, improve and develop vocabulary by mastering advanced levels of word study, and participate in independent projects, formal class presentations, and multimedia projects.

The honors student is expected to read advanced literature selections in great depth and to manage a variety of independent readings outside of the regular class time. Students can expect to purchase some of the paperback reading selections themselves during the year beginning with the summer reading requirement. Summer reading is a prerequisite to the course. Students who do not complete the summer reading assignment will be dismissed from the course and assigned to a standard level English II class.

Students who anticipate a transfer to CHS from another school are responsible for checking with the CHS school officials on duty during the summer break to make arrangements for picking up information pertaining to the required summer reading for a course. All honors level teachers leave instruction packets and materials with the main office staff and/or the guidance office, and the summer assignments are also posted on the individual teacher web sites accessed through <http://www.cookevillecavaliers.com>. Questions about summer reading should be directed to individual teachers of the class in question through the teacher web site.

Literature selections might include *Julius Caesar*, *The Taming of the Shrew*, *Into Thin Air*, *The Secret Life of Bees*, *To Kill A Mockingbird*, *An Enemy of the People*, *Lord of the Flies*, *A Separate Peace*, *The Great Gatsby*, *Silent Spring*, *The Old Man and the Sea*, and *All Quiet on the Western Front* along with other selections from novels, short stories, drama, nonfiction, and poetry. All elements of the course are taught with the Tennessee English II Gateway examination performance indicators in mind for writing, reading, viewing and representing, and speaking and listening.

English II honors is designed for the serious student who is able to manage time well and to commit to working through a vigorous course of study. Therefore, careful consideration is necessary before reserving a seat in this class. A comprehensive nine-week and a comprehensive eighteen-week exam are given for each semester of the course.

ALL students must pass the English II (10th) End-of-Course exam in order to receive a high school diploma.

ENGLISH III (11th) - SE (Special Education) #3003

Material Fees: \$5.00

Students will reinforce knowledge of grammar usage, punctuation and sentence structure. An emphasis will be placed on writing skills. American literature is also studied. This course requires place-

ment through an IEP.

READING SE - B2 level (Special Education)

9-12th Grades

Material Fees: \$5.00

Students will continue with the SRA corrective reading program working on decoding and comprehension. This course requires placement through an IEP.

READING SE - C level (Special Education)

9-12th Grades

Material Fees: \$5.00

Students will continue with the SRA corrective reading program working on decoding and comprehension. This course requires placement through an IEP.

ENGLISH III (11th) #3003

Material Fees: \$5.00

In English III the student reinforces his/her prior knowledge of grammar usage, punctuation, and sentence structure primarily through writing. Emphasis is placed upon strengthening vocabulary skills. Writing focus includes comparison-contrast, reason, example, description, incident, and point of view. Although various types of writing are practiced in class and through assignments, special importance is given to persuasive writing skills in preparation for the TCAP Writing Assessment that is required of all students in English III.

A chronological survey of American literature is the core course of study. Units of study move from the beginnings of American literature in the Puritan Period to as far into 20th century modern American literature as time permits. Authors studied include (but are not limited to) Bradford, Edwards, Irving, Cooper, Poe, Emerson, Thoreau, Hawthorne, Whitman, Dickinson, Twain, Fitzgerald, Steinbeck, Wilder, Burns, and Masters.

Literature selections might include *The Scarlet Letter*, *The Great Gatsby*, *The Crucible*, *Death of a Salesman*, *Spoon River Anthology*, *I Know Why the Caged Bird Sings*, *The Adventures of Huckleberry Finn*, *The Awakening*, *The Grapes of Wrath*, *The Things They Carried*, *Cold Sassy Tree*, *Our Town*, and *Their Eyes were Watching God* along with other selections, in part or whole, from American drama, short stories, nonfiction, essays, autobiography, biography, and poetry.

ENGLISH III (11th) - HONORS #3003H

Material Fees: \$5.00

English III honors is a chronological survey of American literature beginning with the Puritan Period and progressing as far into 20th century American literature as time will allow. Authors studied include (but are not limited to) Bradford, Edwards, Irving, Cooper, Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Twain, Bierce, Chopin, Fitzgerald, Faulkner, Hemingway, Miller, McCullers, and Steinbeck.

Literature selections might include *The Scarlet Letter*, *The Crucible*, *Death of a Salesman*, *The Adventures of Huckleberry Finn*, *I Know Why the Caged Bird Sings*, *Spoon River Anthology*, *The Awakening*, *A Farewell to Arms*, *The Heart is a Lonely Hunter*, *The Grapes of Wrath*, and *Their Eyes were Watching God* along with other selections, in

part or whole, from American drama, short stories, nonfiction, essays, autobiography, and poetry.

In addition to writing related to the study of literature, students will write a weekly essay from various selected topics. Grammar study is a part of the overall writing process. The course includes vocabulary study related to success in understanding literature and in preparation and support for success with the literature selections/models that are standard elements of the ACT/SAT college entrance examinations.

The honors student is expected to read advanced American literature selections in great depth and to manage a variety of independent readings outside of the regular class time. Students can expect to purchase some of the paperback reading selections themselves during the year beginning with the summer reading requirement. Summer reading is a prerequisite to the course. Students who do not complete the summer reading assignment will be dismissed from the course and assigned to a standard level English III class.

Students who anticipate a transfer to CHS from another school are responsible for checking with the CHS school officials on duty during the summer break to make arrangements for picking up information pertaining to the required summer reading for a course. All honors level teachers leave instruction packets and materials with the main office staff and/or the guidance office, and the summer assignments are also posted on the individual teacher web sites accessed through <http://www.cookevillevicavaliers.com>. Questions about summer reading should be directed to individual teachers of the class in question through the teacher web site.

English III honors is designed for the serious student who is able to manage time well and to commit to working through a vigorous course of study. Therefore, careful consideration is necessary before reserving a seat in this class. A comprehensive nine-week and a comprehensive eighteen-week exam are given for each semester of the course.

AP ENGLISH LANGUAGE AND COMPOSITION #3013 11th Grade

Material Fees: \$5.00

Prerequisite: AP English Language and Composition is an open enrollment course; however, students must complete the summer reading requirements to gain a seat in the class.

Note 1: All students enrolled in AP English Language and Composition must take the AP exam for this course at the end of the year in May. Cost for the exam is approximately \$90.00, payable when school begins for the fall term. Students who qualify for free/reduced lunch may apply for scholarships to cover the AP exam fees.

Note 2: Students enrolled in the AP English Language and Composition course will be required to complete an additional research project as part of their overall course requirements.

Fees: Students and parents bear the cost of the AP examination fees (approximately \$90.00 per exam). Additionally, students will purchase some paperback editions of the specified AP English Language and Composition course guide and some of the paperback novels/plays essential to complete the course requirements.

AP English III/Language and Composition is a rigorous, year-long course that provides students with a challenging learning experience equivalent to

an introductory year of college rhetoric and composition course work. Students enrolling are expected to have mastered skills in reading and writing standard English and should assume considerable responsibility for the amount of reading and writing they do. The emphasis of the course is the analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. Students will become more effective and confident writers in their college courses across the curriculum and in their professional and personal lives.

Required summer- and nine-weeks-breaks reading, writing, and research assignments must be expected. Through engagement in the careful reading and critical analysis of rhetoric and through the close reading of selected notable rhetorical works in English, American, and World Literature (including some fiction but primarily nonfiction), students will deepen their understanding of the ways writers use language to persuade. The major goal of the course focuses upon students' developing critical standards for interpreting the effects writers create through the artful manipulation of language intended to persuade. Students will analyze rhetoric from the point of view of the writer as well as the reader to determine the effects of style (diction, syntax, and tone), structure, rhetorical appeals (ethics, logic, and emotion), and specific other rhetorical devices and techniques. Additionally, students will engage in analysis of the context (social and historical values) of the literature in relation to their own lives and experiences. The readings and graphics will come from the earliest writings in English to the most current newspaper, web page, or digital image. Intensive vocabulary study drawn from the reading selections as well as from the rhetorical canon is an essential component of the course work.

Written rhetorical evaluation is a key element of the course and will include analysis, argument, and synthesis of sources. While critical writing will comprise the majority of written responses, students will also have the opportunity to develop and construct original argumentative writings to gain an understanding of the persuasive process from the writer's perspective. Timed writing will be included over the length of the course as preparation for writing the AP exam in May.

The AP English III student is expected to read advanced literature selections of great depth and to manage a variety of independent readings outside of the regular class time. Students can expect to purchase some of the paperback reading selections themselves during the year beginning with the summer reading requirement. Summer reading is a prerequisite to the course. Students who do not complete the summer reading assignment will be dismissed from the course and assigned to a standard level English III class.

Students who anticipate a transfer to CHS from another school are responsible for checking with the CHS school officials on duty during the summer break to make arrangements for picking up information pertaining to the required summer reading for a course. All honors level teachers leave instruction packets and materials with the main office staff and/or the guidance office, and the summer assignments are also posted on the individual teacher web sites accessed through <http://www.cookevillevicavaliers.com>. Questions about summer reading should be

directed to individual teachers of the class in question through the teacher web site.

AP English III/Language and Composition is designed for the serious student who is able to manage time well and to commit to working through a vigorous course of study. Therefore, careful consideration is necessary before reserving a seat in this class.

All AP English III/Language and Composition students will take comprehensive nine-weeks exams and a comprehensive semester exam each term. These exams will be administered over a two-day period PRIOR TO THE SCHOOL'S SCHEDULED EXAMS and will consist of both comprehensive objective tests and essay questions similar to those the students may expect on the AP exam in the spring. Students whose attendance qualifies them for exam exemption will be exempt from a regular unit test which will be given on the days of the school's scheduled exams. (Please see the CHS handbook regarding the exam exemption policy.)

The TCAP Writing Assessment

ALL English III students are required by the state to take the Tennessee Writing Assessment Test. The TCAP Writing Assessment has been administered in Tennessee public schools since February of 1998. Writing is a skill used throughout life. Improving writing skills requires that all students have regular practice at all grade levels and in all content areas. A well-written essay incorporates the elements of writing in such a way that the reader can experience the writer's intended feelings, understand the writer's premise, and accept or reject the writer's point of view.

Deadline Writing, or Prompt Writing, refers to time limited, assigned topic writing. Within a short amount of time, approximately 35 minutes, students are given a prompt or writing topic they have never seen before. The topic can be read but not discussed with the class. The students must plan, write, revise, and edit these "rough drafts" before the time expires. These papers are then collected and scored holistically by a team of trained readers.

All 11th grade students write their essays in February. Two professional readers score each paper using the following six-point scale. 6 = outstanding; 5 = strong; 4 = competent; 3 = limited; 2 = flawed; and 1 = deficient. Cookeville High School students have attained a three-year average of a 4.2, giving us an "A" for writing on our state report card. Our goal is to maintain our "A" as well as to move more students into levels 4, 5, and 6.

ENGLISH IV (12th) - SE (Special Education)

Material Fees: \$5.00

Students will use oral and written expression in the study of literature. This course includes a unit on research procedures. Vocabulary, writing and computer technology are also included. This course requires placement through an IEP.

ENGLISH IV (12th)

#3005

Material Fees: \$5.00

English IV is a chronological survey course of British Literature including the following literary periods: Anglo-Saxon, Medieval, Renaissance, Restoration and 18th century, Romantic, Victorian, and Modern (late 20th century). Historical background information is included as a reference point for each literary period since the development of the English language and

English literature evolved in relation to the historical events and the geographical movement of people and cultures taking place in Europe over a vast time span. In addition to the selections included in the survey text such as *Beowulf*, *The Canterbury Tales*, *Macbeth*, and excerpts from *the Iliad*, *Gilgamesh*, *Candide*, *Le Morte d'Arthur*, *Paradise Lost*, *Don Quixote*, and *Gulliver's Travels*, students will read novels and dramas to supplement and enhance their learning experience. Poetry and drama include works by the Renaissance poets, the metaphysical poets, the Romantic poets, the Victorian poets, and notable playwrights including Shakespeare, Wilde, and Shaw.

Literature selections might include *Hamlet*, *Dr. Jekyll and Mr. Hyde*, *The Importance of Being Earnest*, *Frankenstein*, *Pygmalion*, *The Count of Monte Cristo*, *The Picture of Dorian Gray*, *Jane Eyre*, *Wuthering Heights*, *Pride and Prejudice*, *Old Possum's Book of Practical Cats*, and *The Once and Future King*.

All senior students in English IV are required to complete a senior research paper as assigned by the class instructor. Students will use library and electronic resources as the primary means of conducting research for the senior paper, and they will be instructed in the details of research data gathering, constructing a preliminary outline, writing a rough draft, and composing a finished draft of their research paper according to either MLA style or APA style (depending on the topic of the research paper). The Harbrace College Handbook will be the primary source text used for writing the senior research paper.

Writing is a major focus of English IV that is integrated into the study of literature. Literary essays as well as expository and persuasive essays are key components of the course of study. Oral expression activities, vocabulary development, and computer technology are utilized to the fullest extent throughout the year.

ENGLISH IV (12th) - HONORS

#3005H

Material Fees: \$5.00

English IV honors is a study of British and World Literature and the historical events out of which the literature grew. Although English IV honors examines selected works from all of the major periods of British literature, it does not follow a true chronological approach. Individual theme-based units make up the balance of the course taking into account the renowned classic works throughout the ages as well as contemporary models for comparison and contrast. In the course, students study essays, novels, novellas, dramas, poetry, fables, and stories. Literary analysis and close reading for understanding are key components of the course. Students will read, annotate, and analyze numerous classic and contemporary British and world literary works, conduct formal research designed to enhance critical thinking skills as well as writing skills, write persuasive, expository, and literary analysis, read independently and write commentary related to their reading, improve and develop vocabulary by mastering advanced levels of word study, and participate in independent projects, formal class presentations, and multimedia projects.

Literature selections might include *Hamlet*, *King Lear*, *Twelfth Night*, *Dr. Jekyll and Mr. Hyde*, *The Importance of Being Earnest*, *Frankenstein*,

Pygmalion, The Count of Monte Cristo, Heart of Darkness, Otello, The Picture of Dorian Gray, Jane Eyre, Wuthering Heights, Pride and Prejudice, The Return of the Native, Tess of the D'Urbervilles, Old Possum's Book of Practical Cats, The Once and Future King, Cry, the Beloved Country, Oedipus Rex, and A Doll's House.

Students in English IV honors are required to complete a senior research papers as assigned by the class instructor. Students will use library reference books, direct interviews, and electronic resources as the primary means of conducting research for their papers, and they will be instructed in the details of research data gathering, constructing a preliminary outline, writing a rough draft, and composing a finished draft of their research paper according to either MLA style or APA style (depending on the topic of the research paper). *The Harbrace College Handbook* will be the primary source text used for writing the senior research papers.

Writing, a major focus of English IV honors, is integrated into the study of literature. Literary essays as well as expository and persuasive essays are key components of the course of study. Oral expression activities, vocabulary development, and computer technology are utilized to the fullest extent throughout the year.

The honors student is expected to read advanced literature selections of great depth and to manage a variety of independent readings outside of the regular class time. Students can expect to purchase some of the paperback reading selections themselves during the year beginning with the summer reading requirement. Summer reading is a prerequisite to the course. Students who do not complete the summer reading assignment will be dismissed from the course and assigned to a standard level English IV class.

Students who anticipate a transfer to CHS from another school are responsible for checking with the CHS school officials on duty during the summer break to make arrangements for picking up information pertaining to the required summer reading for a course. All honors level teachers leave instruction packets and materials with the main office staff and/or the guidance office, and the summer assignments are also posted on the individual teacher web sites accessed through <http://www.cookevillecavaliers.com>. Questions about summer reading should be directed to individual teachers of the class in question through the teacher web site.

English IV honors is designed for the serious student who is able to manage time well and to commit to working through a vigorous course of study. Therefore, careful consideration is necessary before reserving a seat in this class. A comprehensive nine-week and a comprehensive eighteen-week exam are given for each semester of the course.

ENGLISH IV/ENGLISH 1010-1020 HONORS #3005D

Material Fees: \$5.00

(Dual credit - 6 hours credit at TTU)

Student must make application to TTU, meet TTU's entrance requirements for pre-freshmen and pay tuition and fees to TTU. (*HOPE Scholarship monies are available.*) *TTU requirements are as follows: 1) Must score 20 or better on the ACT English sub-test; 2) 3.2 overall GPA; 3) Grade of B in all English courses.*

See English IV description on previous page.

English 1010 - Students will learn to write college-level prose that demonstrates "interpretive, strategic, and adaptive reasoning" for a variety of audiences, using appropriate techniques for expressive, expository, and persuasive writings, "recognizing various social institutions, ethics and values, and their relationships in the world's society." Students will learn to use strategies for invention, organization, development, research, critiquing, revising, and refining their writing. Assessment will be based on class participation, thinking and content of writings, and basic writing skills.

English 1020 continues practice of the skills learned in English 1010. In addition, students will learn to read, interpret, and analyze a variety of written texts. While critical reading and thinking are important objectives, critical writing is the essential goal of English 1020. Critical writing employs correct technical skills, appropriate methods, and a clear sense of audience. It is achieved through extensive and intensive practice in information gathering, reflection, discussion, informal and formal writing, and revision.

AP ENGLISH LITERATURE AND COMPOSITION #3104

12th Grade

Material Fees: \$5.00

Prerequisite: AP English IV/Literature and Composition is an open enrollment course; however, students must complete the summer reading requirements to gain a seat in the class.

Note 1: All students enrolled in AP English IV/Literature and Composition must take the AP exam for this course at the end of the year in May. Cost for the exam is approximately \$90.00, payable when school begins for the fall term. Students who qualify for free/reduced lunch may apply for scholarships to cover the AP exam fees.

Note 2: Students enrolled in the AP English IV/Literature and Composition course will be required to complete an additional research project as part of their overall course requirements.

Fees: Students and parents bear the cost of the AP examination fees (approximately \$90.00 per exam). Additionally, students will purchase some paperback editions of the specified AP English IV/Literature and Composition course guide and some of the paperback novels/plays essential to complete the course requirements.

AP English IV/Literature and Composition is a rigorous year-long course that provides students with a challenging learning experience equivalent to an introductory year of college literature course work. Students enrolled in AP English IV/Literature and Composition are expected to have mastered skills in reading and writing standard English. Required summer reading and independent reading, writing, and research assignments during mid-year breaks may be assigned during the course. Through engagement in the careful reading and critical analysis of literature and through the close reading of selected notable literary works in English, American, and World Literature, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers.

The main goal of the course focuses on students developing critical standards for interpreting the effects writers create through the artful manipulation of language. Students will analyze literature from the

point of view of the writer as well as the reader to determine effects of style, structure, diction, imagery, use of detail, rhetorical devices, figurative language, and syntax. Additionally, students will engage in discussion of the social and historical values reflected in the context of the literature in relation to their own lives and experiences. Intensive vocabulary study drawn from the class reading selections as well as from other sources is an essential component of the course work.

Writing about literature is a key component of the course work. Writing assignments will focus on the critical analysis of various genres in literature and will include expository, analytical, and argumentative essays. While critical writing will comprise the majority of written responses, students will also have the opportunity to develop and construct original creative writings to gain an understanding of the writing process from the writer's perspective. Timed writings will be included over the length of the course as preparation for writing the AP exam at the end of the year. Students will keep a writing log throughout the duration of the course to document their engagement with thinking and writing about the literary selections and to gauge their improvement in writing about literature. All students will read and compose an analytical essay for one novel or one drama independently during each nine week grading period. Independent reading selections will be chosen from a list of suggested works provided by the course instructor; essay prompts will be taken from past AP examinations.

The AP English IV student is expected to read advanced literature selections of great depth and to manage a variety of independent readings outside of the regular class time. Students can expect to purchase some of the paperback reading selections themselves during the year beginning with the summer reading requirement. Summer reading is a pre-requisite to the course. Students who do not complete the summer reading assignment will be dismissed from the course and assigned to a standard level English IV class.

Students who anticipate a transfer to CHS from another school are responsible for checking with the CHS school officials on duty during the summer break to make arrangements for picking up information pertaining to the required summer reading for a course. All honors level teachers leave instruction packets and materials with the main office staff and/or the guidance office, and the summer assignments are also posted on the individual teacher web sites accessed through <http://www.cookevillecavaliers.com>. Questions about summer reading should be directed to individual teachers of the class in question through the teacher web site.

AP English IV/Literature and Composition is designed for the serious student who is able to manage time well and to commit to working through a vigorous course of study. Therefore, careful consideration is necessary before reserving a seat in this class. All students will take a nine-week comprehensive exam and an eighteen-week comprehensive exam at the end of each term.

IB ENGLISH SL / IB ENGLISH HL #3004/#3006

Material Fees: \$5.00

Prerequisite: IB English SL/IB English HL is an open enrollment course. Students commit to the two-year study program when they register for the course in

the spring of their sophomore year of high school.

Note 1: All students enrolled in IB English SL/IB English HL must take the IB English A1 exam for this course at the end of the senior year in May. Students who qualify for free/reduced lunch may apply for scholarships to cover the IB exam fees.

Note 2: Students enrolled in the IB English SL/IB English HL course will be required to complete all components of the overall IB assessment, written and oral, as part of their course requirements which extend over the two years of the program.

Fees: Students and parents bear the cost of the IB general registration fee and the individual IB examination fees. Because the exact amount of the fees varies each year, parents and students should contact the IB Coordinator at CHS for information about the fees. Additionally, students will purchase some paperback editions of novels/plays essential to complete the course requirements.

IB English A1-HL is a two-year course of study consisting of 240 classroom hours. It is designed for self-motivated 11th and 12th grade students with a strong work ethic who desire an academic challenge in reading and understanding classic and contemporary American, European, and World Literature. Students must possess strong written and oral communication skills for success in this course. In IB English, students develop reading and writing strategies that enable them to respond both critically and analytically to literary works, practice written and oral expression that develops and encourages independent voices, and explore similarities and differences among a variety of literary genres, periods, styles, cultures.

A major goal of the course is fostering a lifelong appreciation of literature by students. The course offers a significant range of American, European, and World Literature that embodies internationalism. This range, divided into four parts, allows students to gain insight about their own culture and language while expanding their knowledge of other cultures and languages to develop an appreciation of diversity.

Independent study and summer reading is required of students enrolling in the course. The possibility of reading assignments falling during the designated weeks of vacation time during the school year exists; however, IB instructors are aware of the academic load carried by IB students, and they work together to avoid creating unnecessary stressful situations by planning long-term assignments with students well in advance of due dates to IB for assessment. Students bear the responsibility of managing their time so that they are not overloading an already crowded academic schedule.

Students who do not complete the summer reading assignment will be dismissed from the course and assigned to a standard level English class.

Literature selections for the IB English course are selected by instructors from two prescribed lists of international novels, dramas, poetry, nonfiction, and autobiography. Locally required representative selections from American literature (grade 11) and British literature (grade 12) are incorporated into the course content. In some instances prescribed IB works serve as local requirements. To get a current list of the selections being studied in the two-year course, parents and students may contact the IB Coordinator at CHS.

Assessments for the IB English course include both required IB internal and external assessments

as well as locally required non-IB assessments. A full course of study for the two-year period is distributed to students who choose to commit to the course. IB English instructors and the IB Coordinator are available to answer questions about the assessment components. The IB written and oral exam assessments require students to critically analyze, comment upon, and synthesize familiar and unfamiliar texts. Local monitoring includes reading quizzes, unit tests, reader response journals, extended journal responses, writing journals, proposal writings, commentaries, in-class timed essays, comparative essays, descriptive writings, literary critical analysis, oral presentations, oral commentaries, and dramatic readings.

Students who anticipate a transfer to CHS from another school are responsible for checking with the CHS school officials on duty during the summer break to make arrangements for picking up information pertaining to the required summer reading for a course. All honors level teachers leave instruction packets and materials with the main office staff and/or the guidance office, and the summer assignments are also posted on the individual teacher web sites accessed through <http://www.cookevillecavaliers.com>. Questions about summer reading should be directed to individual teachers of the class in question through the teacher web site.

IB English SL/HL (11/12) is designed for the serious student who is able to manage time well and to commit to working through a vigorous course of study. Therefore, careful consideration is necessary before reserving a seat in this class. All students will take a nine-week comprehensive exam and an eighteen-week comprehensive exam at the end of each term. All students enrolled in the course are required to take the IB English A1/HL exam at the end of the senior year in May.

Manuscript Writing Rules

Cookeville High School strives to develop competent writers within the student population. In that effort, teachers may stress the importance of certain rules to perpetuate student growth in essay or other writings. Some of the guidelines may include use of ink, use of formal grammar, use of formal manuscript styles, among others. While teachers may vary in their individual styles and requirements, students should and must adapt accordingly since the goal of producing strong writers remains the same.

SPEECH & FORENSICS

3015 9-12th Grades

Prerequisite: Approval by the instructor

Material Fees: \$5.00

The CHS Speech and Forensics team is a competitive team. Students who wished to be considered for the class must be willing to compete in at least 3 tournaments, including the district Competition. All tournaments take place on Saturdays and require traveling to different parts of the state. A \$50 team fee as well as other fundraising efforts are required of each team member. The following is a list of events offered at most tournaments: Extemporaneous Speaking, Original Oratory, Impromptu Speaking, Humorous Interpretation, Dramatic Interpretation, Duo Interpretation, Prose, Poetry, Duet Acting, Solo Acting, Storytelling, Duo Improvisation and Public Forum Debate. If you are interested, please see Mrs. Stockwell in room 247.

JOURNALISM - YEARBOOK

#3008YF 10-12 Grades

4 credits maximum

Prerequisite: Application to Advisor.

Material Fees: \$5.00

Applications are taken in the spring of the previous year. Announcements will be made regarding application process. Criteria for students considering this course are as follows: recommendation from previous year's English teacher or other academic class teacher, C average or above in English, summer camp instruction, availability after school on occasion, good work ethic with strong people skills, and the willingness to sell advertisements during the summer months.

The objective of the yearbook journalism class is to produce the *Cavalier* yearbook. Students are responsible for planning, developing, producing, and distributing the book. The course content involves the study of page design, copy writing, usage of graphics, basic photography, digital photography, desktop publishing, and type styles. Staff members must be willing to assume full responsibility for a three-day summer workshop and after-school meetings.

JOURNALISM - NEWSPAPER

#3008FN 10-12th Grades

Material Fees: \$5.00

4 credits maximum

Prerequisite: Applications are taken in the Spring and members are chosen by the Advisor based on recommendations by academic teachers from previous year. Announcements will be made in the Spring regarding application process and criteria. Only students who complete an application and meet certain criteria will be allowed to register for the course.

The objective of this course is to publish the school newspaper, *THE CHARGER*. As newspaper reporters, students learn the fundamentals of writing different types of stories, conducting interviews, organizing a story, and doing page layout and design. Students learn the importance of working as a team as publication deadlines approach. In this activity-oriented class, maturity, responsibility, creativity and writing ability are characteristics that must be exhibited by staff members. Extra time after school is required from staff members to meet deadlines.

WORLD LITERATURE HONORS

#3099 10-12th Grades (Half Credit)

Material Fees: \$5.00

World literature honors is a study of selected masterpieces of Western and Eastern literature and the historical events out of which the literature grew. This course is an *open elective honors course in English for students in grades 10-12* who desire a comprehensive study of literary traditions from parts of the world generally not studied in other literature classes. This course *does not* take the place of a required English class to meet core curriculum requirements.

Although world literature honors examines selected literary works from all of the major periods of history, it does not follow a true chronological approach. Individual theme-based units make up the balance of the course taking into account the renowned classic works throughout the ages as well as contemporary models for comparison and

contrast. In the course students study ancient myths and folktales, Biblical literature, national epics, African literary tradition, Greek and Roman literature, Indian literature, Chinese and Japanese literature, Persian and Arabic literature, European literature, and twentieth century modern world literature. Literary types include poetry, drama, essays, letters, news articles, editorials, magazine articles, short stories, novellas, and novels. While literary analysis and close reading for understanding are key components of the course, the overall goal in this elective is to read and enjoy selected older world masterpieces whose themes and ideas still speak to mankind and our various cultures today while comparing and contrasting those ideas with the works produced by modern authors.

Students will read, annotate, and analyze numerous classic and contemporary world literary works, conduct formal research designed to enhance critical thinking skills as well as writing skills, write persuasive, expository, and literary analysis, read independently and write commentary related to their reading, improve and develop vocabulary by mastering advanced levels of word study, and participate in independent projects, formal class presentations, and multimedia projects. The honors student is expected to read advanced literature selections of great depth and to manage a variety of independent readings outside of the regular class time. Class discussion is an essential component of this course so students are expected to come to class prepared for a seminar style approach to learning each day. Students can expect to purchase some of the paperback reading selections themselves during the year.

Literature selections might include novels and dramas such as *Heart of Darkness*, *Crime and Punishment*, *Out of Africa*, *A Doll's House*, *Six Characters in Search of an Author*, *Things Fall Apart*, *Cry the Beloved Country*, *The Book Thief*, *The Plague*, *Les Misérables*, *The Metamorphosis*, *Survival in Auschwitz*, and excerpts from the *Sundiata*, *the Old Testament (Hebrew literature)*, *the New Testament*, *the Epic of Gilgamesh*, *the Aeneid*, *Oedipus Rex*, *Antigone*, *the Mahabharata*, *the Panchatantra*, *the Book of Songs*, *the Tao Te Ching*, *the Koran*, *the Thousand and One Nights*, *the Rubaiyat*, *the Song of Roland*, *the Prose Edda*, *the Divine Comedy*, and *Candide*.

World Literature honors is designed for the serious student in grades 10-12 who is able to manage time well and to commit to working through a vigorous, interesting course of study in an independent manner. All students will take a nine-week comprehensive exam and an eighteen-week comprehensive exam at the end of each term.

FINE ARTS VISUAL ART

4 CREDITS MAXIMUM

ART I

#3501 9-12th Grades

Material cost: \$35.00

This course introduces students to the elements and principles of art. Students learn drawing, design, color, and composition. A variety of painting techniques is stressed in conjunction with art history.

ART II

#3502 10-12th Grades

Material cost: \$35.00

Prerequisite: Art I

Basic drawing, painting, and sculpting skills and techniques will be reviewed with an emphasis on students taking a creative and individual approach to each. Students will explore the essential techniques of each discipline and use a wide variety of media to complete assignments.

ART III

#3503 10-12th Grades

Material cost: \$35.00

Prerequisite: Art I

Art III will focus on two-dimensional and three-dimensional design. The basic elements of art, principles of design and color theory will be taught and experimented with through various design projects. Students will maintain a portfolio that details individual approaches to design problems.

ART IV

#3504 10-12th Grades

Material cost: \$35.00 for basic "in-class" supplies - additional out-of-class materials will be needed

Prerequisite: Art II and teacher recommendation

The following are half credit semester credit semester long courses that focus upon specific Art Media.

1. Art IV Painting/Drawing
2. Art IV Clay
3. Art IV Print Making
4. Art IV Sculpture

IB VISUAL ARTS - SL - B

11 - 12th Grades

Material cost: \$35.00

Prerequisite: Art I

The IBO Visual Arts Program at Cookeville High School will offer students a distinctive approach to the study of art appreciation, art history, the place of art in society and practical studio work. Through personal research, students will demonstrate an understanding of the cultural influences of the visual arts both internationally and in their own geographic region. Students will research a variety of artists, artistic styles and movements in the visual arts. The individual research will develop within each student an understanding of the cross-cultural influences of each movement studied. The course is designed for both the art student and the student who wishes to pursue an interest in art but does not desire extensive studio work. The combined research and studio work will total 150 hours of instruction.

Assessments for the course include required IB internal and external assessments as well as locally required non-IB assessments. See page 23 for further information.

THEATER ARTS

THEATRE ARTS I

#3520 9-12th Grades

Theatre Arts I focuses on dealing with stage fright and using the body as an interpretive and communicative tool. Individual and group performances are included. The objectives of Drama I include promoting self-esteem, developing interpretive and creative

thinking skills, and promoting team-work.

THEATRE ARTS II (STAGE CRAFT AND SET DESIGN)

#3521 10-12th Grades

Prerequisite: Theatre Arts I, application and instructor approval

Maximum 1 credit

Stage Craft and Set Design is a class which teaches the techniques of staging including set design and construction, lighting design, and costume design through lecture, demonstration, and hands-on experience.

THEATRE ARTS III (THEATRE PRODUCTION)

#3522 10-12th Grades

Prerequisite: Theatre Arts II, application and instructor approval

Maximum 1 credit

Theatre Production is a multi-faceted opportunity for students to experience theatre from both performance and production aspects for a total theatre experience.

IB THEATRE ARTS - SL

Prerequisite: Drama I

11-12th Grades

The IB Theatre Arts programme at Cookeville High School will offer students a challenging opportunity to become meaningfully engaged in a distinctive study of theatre through development of performance skills, World Theatre studies, practical play analysis, and theatre production. Students will develop through personal experience and individual research an understanding of the development of humankind, thus bringing into focus the interrelated nature of people world-wide. Prerequisites for the IB Theatre Arts course are Introduction to Theatre Arts and Technical Theatre. Many years of theatre performance and/or technical involvement are highly recommended as well, since a performing art like theatre cannot be taught in one class. The combined class work, research and performance involvement will total a minimum of 150 hours.

Assessments for the course include required IB internal and external assessments as well as locally required non-IB assessments. See page 23 for further information.

MUSIC

INSTRUMENTAL MUSIC
4 CREDITS MAXIMUM

SYMPHONIC BAND

3530 9-12th Grades

Fall band fee \$175.00 (scholarships available)

Spring band fee \$60.00 (scholarships available)

Concert Band is an instrumental music course designed to provide instruction to ninth grade students in basic musicianship, music theory, music history, and instrumental performance skills. The band also provides entertainment support for various school and community events through its co-curricular activities.

Enrollment in the fall semester includes rehearsal and performance responsibilities that include the marching band, concert band, and pep band. Attendance is required at all extra functions, including

“band camp” (in late July-early August), after-school rehearsals, and performances. Additional performance opportunities include jazz ensemble and various instrumental chamber ensembles.

Enrollment in the spring semester includes rehearsal and performance responsibilities that include the concert band and pep band. Attendance is required at all extra functions including after-school rehearsals and performances. Additional performance opportunities include jazz ensemble, various instrumental chamber ensembles, solo and ensemble festival, and musical theater “pit” orchestra.

PERCUSSION ENSEMBLE

#3530P 9-12th Grades

Fall band fee \$175.00 (scholarships available)

Spring band fee \$60.00 (scholarships available)

Percussion Ensemble is an instrumental music course designed to provide instruction to ninth grade students in basic musicianship, music theory, music history, and instrumental performance skills specifically in the area of percussion. The Percussion Ensemble is part of the band which also provides entertainment support for various school and community events through its co-curricular activities.

Enrollment in the fall semester includes rehearsal and performance responsibilities that include the marching band, concert band, and pep band. Attendance is required at all extra functions, including “band camp” (in late July-early August), after-school rehearsals, and performances. Additional performance opportunities include jazz ensemble and various instrumental chamber ensembles.

Enrollment in the spring semester includes rehearsal and performance responsibilities that include the concert band and pep band. Attendance is required at all extra functions including after-school rehearsals and performances. Additional performance opportunities include jazz ensemble, various instrumental chamber ensembles, solo and ensemble festival, and musical theater “pit” orchestra.

IB MUSIC - SL

11-12th Grades

The IBO Music Program is a unique course combining the study of music history, music theory, music appreciation, music performance and composition. Students study music from a historical and an analytical perspective in order to understand how music is constructed and how it is to be performed. Students are also exposed to the various musical genres and styles present throughout the world in order to gain an appreciation for the similarities and differences in music and musicians. The course is designed both for experienced musicians who want to improve their performance and / or compositional skills as well as less experienced musicians who want to improve their performance skills through ensemble participation. Ensemble participation for band and choir members is expected.

Assessments for the course include required IB internal and external assessments as well as locally required non-IB assessments. See page 23 for further information.

VOCAL MUSIC

4 CREDITS MAXIMUM

CAVALIER CONCERT CHOIR

#3531CS 9-12th Grades

Music fee: \$40.00

This course is for the 9th through 12th grade student who wants to recognize his or her own vocal potential or to continue with study for improvement. Lessons on notes and note values will be given as well as periodic evaluations. Students will be required to attend extra rehearsals and all concerts.

ADVANCED CHORALE-H/TREBLE CHOIR H

#3531 9-12th Grades

Music fee: \$40.00

Prerequisite: Approval by the instructor, based on a vocal audition

The Concert Choir is an advanced group that will focus on period music, competitions, and performance. The group will be limited in size for balance. Students will be required to attend extra rehearsals and all concerts. There will be a few trips, some of which may be overnight. All students in Concert Choir will be expected to audition for the Tennessee All-State Chorus.

CAVALIER WOMEN'S CHOIR

#3531W 9-12th Grades

Music fee: \$40.00

Any female student in grades 9 - 12 is encouraged to enroll in this class, which is designed to focus on the development of the female voice.

Many performance opportunities are available to students in this class, some of which are collaborative concerts with the CHS Concert Choir.

CAVS FRESHMAN CHOIR

Music fee: \$40.00

All incoming 9th graders are eligible for enrollment in this class, which specifically emphasizes music reading, part singing, and appropriate vocal development for young singers. All freshman in the class are required to perform in multiple concerts, and many are encouraged to audition for Mid State and other honor ensembles.

Uniform requirements for all singers:

Men: Full tuxedos/black dress shoes

Female: Floor length black dresses/black dress shoes.

DANCE

DANCE I

#3525 9-12th Grades

Costume fee: \$60.00

Cookeville Drama Center field trip: \$15.00

This course is designed to meet the needs of all students, both male and female, who wish to increase their coordination skills, physical endurance, flexibility, and muscular strength through classes in theatrical and social dance techniques (modern, jazz, classical ballet, swing dance, and Latin-American rhythms). Emphasis is placed on understanding the elements of dance, on communicating through movement, and on developing a cultural and historical perspective of dance as an art form. Performance and field trips opportunities are available for all students.

In the spring, all students perform in an end of course recital.

DANCE II

#3526 10-12th Grades

Prerequisite: Dance I or teacher approval

Costume fee: \$75.00

Cookeville Drama Center field trip: \$15.00

This course is designed for students to increase and build upon the technical and academic skills introduced and achieved through their involvement in Dance I. Students will be involved in activities which focus on the development of a greater level of coordination skill, physical endurance, flexibility, and muscular strength through technique classes in theatrical and various social dance styles. Students are introduced to hip-hop dance styles and rhythms and are involved in creating original movement sequences to be presented in a dance performance.

DANCE III

#3527 10-12th Grades

Prerequisite: Dance I and Dance II or teacher approval

Costume fee: \$75.00

Cookeville Drama Center field trip: \$15.00

This course is designed for students who wish to continue building technical and artistic abilities in all theatrical dance forms. At this level, students will be involved in the actual student production of a dance concert with focus given to student choreography and student design of lighting, sets, properties, and costumes.

Dancewear requirements - see Dance I

DANCE IV

#3528 11-12th Grades

Prerequisite: Dance I, Dance II and Dance III and a required audition

Costume fee: \$75.00

Cookeville Drama Center field trip: \$15.00

This class is designed for students interested in pursuing a career in dance and has been to mock a professional dance company. Three days a week, the class will study ballet, modern, and jazz techniques just as they would in a studio setting. The other two days will be devoted to learning new choreography. Each member of the class will be expected to perform in a monthly informance (informal performance), in which they will perform various pieces learned in class. In addition, the students will discuss various dance careers and trends. The students will learn about different dance companies and what each company looks for in a dancer, what styles of dance they do, what their repertoire looks like, and their reputations in the dance community. They will also learn about the assortment of career paths the field of dance has to offer, and explore college dance programs available to them.



16 COURSE DESCRIPTION - Foreign Language and Health & PE

FOREIGN LANGUAGE

FRENCH I

#3041 9-12th Grades

Lab fee: \$5.00

French I deals with the basics of the language. Students learn vocabulary used in everyday conversation and grammar needed to conduct simple dialogues. Writing and listening skills in French are also stressed. Moreover, students are exposed to a culture and way of life that is, at times, very different from life in the United States. This study enables students to broaden their points of view and to become more tolerant of things and people different from themselves.

Students use the listening lab and the computer lab resources to develop listening, speaking, and writing skills. Students work individually, in pairs, and in small groups to practice oral and written language.

FRENCH II

#3042 10-12th Grades

Lab fee: \$5.00

Prerequisite: Passing grade in French I

A more in-depth study of the French language continues in French II for the student to become more proficient in comprehension. Students continue to use the listening lab and computer lab to further develop listening, speaking, and writing skills. A variety of classroom activities is used to reinforce these skills, and students work individually, in pairs, and in small groups. Frequent oral activities allow students an opportunity to develop their own individual speaking skills. The TPR (Total Physical Response) approach is also used to teach vocabulary and grammar. The target language is used as much as possible with a combination of English to insure that all students understand the material being presented. During each class period a variety of activities is used to help students understand and master the material being studied. Student progress is monitored by homework checks, quizzes, partner and group presentations, and tests.

FRENCH III - HONORS

#3043 10-12th Grades

Prerequisite: French II or teacher recommendation

Lab fee: \$5.00

Students in French III continue to use the listening lab and computer lab to hone speaking and listening skills. Classroom work continues to emphasize these skills with a wide variety of activities.

Much of the class is conducted in French. Speaking skills are emphasized much more than in French I and II. A novel is read in French to expand comprehension of the written language and to introduce French literature

Throughout the semester, students write in French to further develop their grammatical skills. All students are required to take a comprehensive exam at the end of the course.

FRENCH IV - HONORS

#3044 11-12th Grades

Prerequisite: French III or teacher recommendation

Lab fee: \$5.00

Students still continue to use the listening lab and computer lab to expand comprehension and refine listening and speaking skills. Class will be conducted primarily in French, and students will be required to speak in French as much as possible.

The text provides advanced grammar concepts and practice. Reading selections on numerous topics are provided. Also, students will read a novel in French that is structured for this level. In addition, whenever available, students will use audio-visuals that are in French or have French sub-titles. Students will also continue to work on their writing skills in French, perhaps creating their own children's book or short story.

All students are required to take a comprehensive exam at the end of the course.

GERMAN I

#3051 9-12th Grades

Lab fee: \$5.00

German I deals with the basic language of 120 million people around the world. Listening, speaking, reading, and writing are the four essential skills emphasized in beginning German. Students use the listening lab and computer lab resources to develop everyday vocabulary and grammar skills. German is the international language used in science, engineering, mathematics, sports, literature and psychology. Due to the increase in world competition and to the European Union's growth, exposure to the diverse culture, the language and the history of German countries expands the students' tolerance of a lifestyle very different from the United States. A variety of individual, small group, and group activities is used to practice oral and written language.

GERMAN II

#3052 9-12th Grades

Prerequisite: Passing grade in German I

Lab fee: \$5.00

German II students continue to use the listening lab and computer lab to further develop listening, speaking, reading and writing skills. Classroom activities are used to reinforce these skills and students work individually, in small groups, or as a whole class. Frequent oral activities allow students an opportunity to develop individual skills. Listening and vocabulary are further developed through a video series. The target language is used as much as possible with a combination of English to insure that all students understand the material being presented. German II students translate German recipes and do small role-plays.

GERMAN III - HONORS

#3053 10-12th Grades

Prerequisite: Passing grade in German II

Lab fee: \$5.00

Students will work toward target language proficiency with development of comprehensive communication activities. Students will create skits, write German short stories, and improve writing skills. Practical communication topics such as travel, youth hostels, and exchange programs are used throughout the text. All students are required to take a comprehensive exam at the end of the course.

SPANISH I

#3021 9-12th Grades

Lab fee: \$5.00

Spanish I focuses on the development of basic

reading, writing, listening, and speaking skills. Students learn basic vocabulary used in everyday conversations and the grammar needed to conduct simple dialogues. Students hear and watch native speakers talking about school, home, family, and friends on a DVD that accompanies the text. The listening lab and computer lab are used to reinforce listening and speaking skills. Students work individually, in pairs, and in small groups to practice oral and written language. The history and culture of Spanish-speaking countries are introduced through various projects, videos, and hands-on learning opportunities.

Please note: All native/heritage speakers will be administered a placement test to determine the best possible level to begin study. No native/heritage speaker will be permitted to enroll in level 1 unless he or she possesses little or no English-speaking ability.

SPANISH II

#3022 9-12th Grades

Prerequisite: A passing grade in Spanish I

Lab fee: \$5.00

Spanish II continues with the development of reading, writing, listening and speaking skills. The computer and listening labs are used to reinforce and practice these skills.

Comprehension and discussion of selected reading passages are also incorporated. A DVD series also allows students to hear native speakers in authentic settings using the vocabulary and grammar studied.

The target language is used as much as possible with a combination of English to ensure that all students understand the material being presented. The history and culture of Spanish-speaking countries will continue to be explored through various projects, videos, and hands-on learning opportunities.

SPANISH III - HONORS

#3023 10-12th Grades

Prerequisite: Spanish II or teacher recommendation

Lab fee: \$5.00

In Spanish III Honors, students work to improve their skills in listening, speaking, reading and writing. The textbook provides advanced grammar practice, and students learn to use a variety of verb tenses and moods. On-line exercises, listening lab and computer lab activities provide additional practice. As much Spanish as possible is used in class. The textbook contains short literary excerpts to help students improve reading skills, and in the spring, students read a short novel in Spanish.

Listening skills are reinforced with a program that uses native speakers from a variety of countries. A DVD program reinforces listening and comprehension skills.

Throughout the year students write in Spanish, beginning with descriptive paragraphs and ending with short writings on their choice of topics. All students are required to take a comprehensive exam at the end of the course.

*** Spanish I, II, and III may be taken by prospective 9th grade IB Diploma students with IB Coordinator and Administrator approval.

SPANISH IV - HONORS

#3024 11-12th Grades

Prerequisite: Spanish III or teacher recommendation

Lab fee: \$5.00

Spanish IV Honors continues to promote development of the four basic skills of reading, writing, listening and speaking. Students are asked to master these skills at increasing levels of competency especially in the areas of reading and writing. This course introduces students to authentic reading material through the use of a basal text that is primarily literary in its focus. An introduction to literary and cultural analysis is provided and students use these skills to discuss the works under study in the target language as well as to express themselves in writing short essays and reactions to a variety of renowned Hispanic authors. The main language of instruction is Spanish with occasional reinforcement in English to ensure comprehension. This course provides the literary and grammatical foundation necessary for those students wishing to pursue IB Spanish or advanced language study at the university level.

All students are required to take a comprehensive exam at the end of the course.

IB SPANISH - SL

11-12 Grades

Lab fee: \$5.00

The focus of this course consists of improving the students' abilities as much in listening, reading, writing, and speaking the language as in broadening the students' knowledge of the various cultures of the Spanish speaking world. The primary objective is to ensure that the student is able to face common and authentic situations taking into account the impact of such situations with respect to the culture and history of the country under study. Above all the emphasis is on the development of the language and its impact in a modern day international setting, as well as the language's role in the history of other areas of thought.

Assessments for the course include required IB internal and external assessments as well as locally required non-IB assessments. See the IB section of the Program of Studies for further information.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language follows the State of Tennessee Curriculum Framework adopted by the State Board of Education on July 18, 1997. Instruction starts where the student needs to begin, perhaps with basic survival skills. Instruction in standard English continues in the areas of speaking, reading, writing, and understanding spoken English. American cultural practices, customs and more are discussed. *Non-English speakers may get 2 credits in English.*

HEALTH and PE

Maximum 4 credits (in addition to Lifetime Wellness and JROTC)

LIFETIME WELLNESS

#3303 10-12th Grades

This class is a combination of classroom work and physical fitness. The course content consists of seven interrelated strands which include the following: nutrition, personal fitness and related skills, mental health, disease prevention and control, substance use and abuse, sexuality and family life, and first aid.

Note: Two credits in JROTC will substitute for one credit of Lifetime Wellness.

PHYSICAL EDUCATION I

#3301 9-12th Grades

In this course, students will learn the rules, regulations and skills necessary to perform the following activities: flag football, tennis, archery, badminton, ping pong, basketball, volleyball, aerobics, weight training, golf, softball, soccer and rhythmic activities. Students are required to dress out in gym clothes.

PHYSICAL EDUCATION II

#3302 9-12th Grades

This course is designed to teach the fundamental skills, techniques and safety aspects of weight training and conditioning. Students will use the equipment in the weight room and also engage in strenuous physical conditioning such as running and aerobics. It is recommended that all varsity athletes enroll in this course dependent on academic career path requirements.

PHYSICAL EDUCATION II, STRENGTH AND CONDITION

For CHS Football Players

PHYSICAL EDUCATION II, STRENGTH AND CONDITION

For CHS Wrestling

(JROTC)

Army Junior Reserve Officer Training Corps

Notes:

- 1) **Three credits in JROTC will meet the requirements needed for the JROTC Focus area.**
- 2) **Two additional credits in JROTC will substitute for Lifetime Wellness.**
- 3) **Three additional credits in JROTC will substitute for Lifetime Wellness and PE.**
- 4) **Four additional credits in JROTC will substitute for Government, Personal Finance, Lifetime Wellness and PE.**

The curriculum is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in the program's mission statement, "To motivate young people to become better citizens." The curriculum prepares students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that benefit the student and community. The JROTC curriculum consists of several programs of instruction. Mandatory classes consist of six (6) major blocks under Leadership Education Training (LET): Citizenship in Action; Leadership Theory and Application; Foundations for Success; Wellness, Fitness, and First Aid; Geography, Map Skills and Environment Awareness; and Citizenship in American History and Government. These six areas complement students' required secondary education curriculum with primary focus on the development of citizenship skills

in a structured interactive environment.

There are four (4) LET classes that students take in sequence each year. Cadets can take LET 1-4 contingent upon their curriculum track and total number of electives allowed.

Additionally, the JROTC program will continue to attend JROTC summer camp to supplement the on-campus curriculum for selected upper class students. For those attending, added focus is placed on developing student's character and leadership skills. Summer Camp is a practical application of course curriculum taught throughout JROTC that challenges students with hands-on leadership duties and responsibilities.

LET 1 - Basic Leadership Development

#3331 9-12th Grades

This first term of JROTC curriculum develops better citizenship, self-reliance, leadership, and responsiveness to constituted authority in each student. Additionally, students gain knowledge of basic military skills, an appreciation of the role of the Armed Forces in support of the national objectives, an appreciation of the importance of physical education to the accomplishment of these objectives, and life long skills of character and discipline.

LET 2 - Intermediate Leadership Development

#3332 10-12th Grades

Prerequisite - JROTC LET 1

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

LET 3 - Advanced Leadership Development

#3333 11-12th Grades

Prerequisite - JROTC LET 2

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

LET 4 - Expanded Leadership Development and Mentoring

#3334 11-12th Grades

Prerequisite - JROTC LET 3

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

Note: * Subjects such as Leadership, Citizenship, Character Development, Wellness, Financial Management, Communication Skills, and Computer Literacy are developed and sustained throughout each course and LET level.

MATHEMATICS

ALGEBRA I A - SE (Special Education)

9-12th Grades

This course is designed to prepare students for the Gateway Algebra exam. After an initial review of basic math and pre-algebra concepts, the course will concentrate on those skills required for mastery of designated state mandated Algebra objectives. This course requires placement through an IEP.

ALGEBRA I B - SE (Special Education)

9-12th Grades

This course is designed to prepare students for the Gateway Algebra exam. After an initial review of basic math and pre-algebra concepts, the course will concentrate on those skills required for mastery of designated state mandated Algebra objectives. This course requires placement through an IEP.

ALGEBRA REMEDIATION - SE (Special Education)

10-12th Grades

This course provides an intense review of the math

concepts tested on the Gateway exam. It is designed for students who have completed a year of Algebra instruction but have not passed the Gateway exam. This course requires placement through an IEP.

ALGEBRA I

#3102

9-12th Grades

Fee: \$5.00

Students are introduced to the theoretical foundations of Algebra through problem solving in this course. Students study algebraic notations and arithmetic operations involving real numbers. This includes order of operations, translating sentences and problems into equations, opposites, absolute value, operations on positive and negative numbers, and distributive property. Students learn to solve multi-step linear equations and to set up equations to solve several types of word problems. Students also learn relations, functions, and graphing on a coordinate plane.

Students learn to work with advanced topics. These include Algebraic fractions, equations with fractions, solving systems of linear equations, inequalities, radicals, and operations on polynomials with exponents including all types of factoring of polynomials.

ALGEBRA I HONORS

#3102H 9th Grade

Prerequisite: An A in Pre-Algebra and teacher recom-

MATHEMATICS

The key to successful math development is to begin at the level that is appropriate based upon performance in previous Math courses.

These are the minimum recommendations for each path for 2010/11 Juniors and Seniors. Incoming Freshman, Sophomores and Juniors must comply with the state's new "READY CORE" requirements found on page 2.

Career & Technical Student

- (1) Algebra I
- (2) Geometry
- (3) Algebra II
- (4) Senior Math - Discrete or Bridge Math

Dual Path Student

- (1) Algebra I
- (2) Geometry
- (3) Algebra II
- (4) Advanced Algebra and Trigonometry

University Path Student

- (1) Algebra I
- (2) Geometry
- (3) Algebra II
- (4) Adv Algebra & Trigonometry or Pre-Calculus
- (5) Pre-Calculus (Adv Alg & Trig in junior year)
- (6) AP Calculus/IB Math
- (7) Statistics/AP Statistics

At advisement, students will be given a recommendation by their eighth grade math teacher based on their level and performance. For planning your 4 year program, students will begin with the recommended Math and go in Math sequence for 4 years of High School Math.

Mathematics continued on the next page

mendation

Fee: \$5.00

Algebra I Honors uses problem situations, physical models, and appropriate technology to extend algebraic thinking and engage student reasoning. Problem solving situations will provide all students an environment that promotes communication and fosters connections within mathematics, to other disciplines and to the real world. Students will use physical models to represent, explore, and develop abstract concepts. The use of appropriate technology will help students apply mathematics in an increasingly technological world. The concepts emphasized in the course include functions, solving equations, slope as rates of change, and proportionality. This course is more challenging and the class moves at a faster pace than non-honors Algebra I.

ALGEBRA II

#3103AB 9-12th Grades

Prerequisite: Algebra I and Geometry

Fee: \$5.00

This course reviews and builds upon concepts presented in Algebra I and Geometry. Specific content is selected to strengthen basic Algebra skills and to provide the necessary background for advanced mathematical courses in high school and college. The study of the number system is expanded beyond the set of real numbers to the set of complex numbers. Other topics may include conic sections, logarithms, radicals, and quadratic functions.

ALGEBRA II - HONORS

#3103ABH 10-12th Grades

Prerequisite: Algebra I Honors or an A in Algebra I

Fee: \$5.00

This course also builds upon concepts presented in Algebra I. However, the content includes additional topics, is more challenging and the class moves at a faster pace than non-honors Algebra II. The curriculum is designed to introduce students to advanced Algebra topics and prepare them for further advanced mathematical courses in high school and college.

GEOMETRY I A - SE (Special Education)

11-12th Grade

Prerequisite: Algebra I A & B - SE

This course deals with the properties of plane and solid figures, such as triangle, quadrilaterals, polygons, circles, spheres, prisms, cylinders, and cones, with emphasis placed on logical reasoning. The relationships between parallel and perpendicular lines, as well as the concepts of congruency and similarity, are also studied. This course requires placement through an IEP.

GEOMETRY I B - SE (Special Education)

11-12th Grade

Prerequisite: Algebra I A & B - SE

This course deals with the properties of plane and solid figures, such as triangle, quadrilaterals, polygons, circles, spheres, prisms, cylinders, and cones, with emphasis placed on logical reasoning. The relationships between parallel and perpendicular lines, as well as the concepts of congruency and similarity, are also studied. This course requires placement through an IEP.

COURSE DESCRIPTION - Mathematics

TECHNICAL/CTE GEOMETRY

#3122 10-12th Grades

Prerequisite:

Fee: \$5.00

Technical Geometry incorporates the same core geometric concepts required in a standard geometry course but includes additional topics that focus on career and technical applications. These concepts will be taught using practical applications in a contextual style of teaching, including labs and projects. The structure of the course will include teaching groups of skills and concepts followed by their incorporation in a real world application and setting.

GEOMETRY

#3108 9-12th Grades

Prerequisite: Algebra I

Fee: \$5.00

This course deals with the properties of plane and solid figures, such as triangle, quadrilaterals, polygons, circles, spheres, prisms, cylinders, and cones, with emphasis placed on logical reasoning. The relationships between parallel and perpendicular lines, as well as the concepts of congruency and similarity, are also studied.

GEOMETRY - HONORS

#3108-2 9-12th Grades

Prerequisite: Algebra I Honors

Fee: \$5.00

This course will cover all areas that the regular Geometry course covers in addition to formal proofs and advanced problem solving. Students will take comprehensive exams, complete independent projects, and compete in out-of-school competitions.

ADVANCED ALGEBRA & TRIGONOMETRY

#3124 10-12th Grade

Prerequisite: Algebra I, Algebra II, Geometry

Fee: \$5.00

This course is an extension of advanced algebra topics, taught from a college perspective. Topics covered may include but are not limited to the following: linear, quadratic, polynomial, rational, logarithmic and exponential functions; matrix algebra; sequences and series; probability; systems of equations; analytic geometry; and triangle and circular trigonometry.

STATISTICS

#3136 11-12th Grades

Prerequisite: Algebra I, II, and Geometry

Fee: \$5.00

Statistics is an advanced mathematics course that uses meaningful problems and appropriate technologies to use statistical concepts developed in previous courses to develop more advanced means of statistical analyses, interpretations, and predictions. Students will design and conduct statistical experiments. Students will also select and use appropriate statistical methods to analyze data and to develop and evaluate inferences and predictions based on the data.

AP STATISTICS

#3129 11-12th Grades

Prerequisite: Algebra I Honors, Geometry Honors, and Algebra II Honors

Fee: \$5.00

Note: The AP program requires all students have a graphing calculator. Teacher recommendations

for calculators will be made at the beginning of the year.

AP Statistics is designed to be comparable to one semester of an introductory non-calculus based college statistics course. Successful completion and satisfactory performance on the AP test can earn student's college credit at the discretion of the individual college or university.

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. An introductory statistics course, similar to the AP Statistics course, is typically required for majors such as social sciences, health sciences, and business. Science, engineering, and math majors usually take an upper-level calculus-based course in statistics, for which the AP Statistics course is effective preparation.

DISCRETE MATH

#3135 12th Grade

Fee: \$5.00

Prerequisite: Algebra I, Algebra II and Geometry

Discrete Mathematics with Statistics and Probability is an advanced course that includes using discrete structures to represent and determine solutions to problem situations; collecting, representing, and processing data; and applying probability in problem-solving.

PRE-CALCULUS - HONORS

#3126 11-12th Grades

Fee: \$5.00

Prerequisite: Algebra I Honors, Algebra II Honors, and Geometry Honors.

Fee: \$5.00

This course involves a detailed study of trigonometry including circular and trigonometric functions, polar coordinates and complex numbers, graphs, theory of equations, sequences and series, exponential and logarithmic functions, and analytic geometry. Students are required to complete an independent study project and take periodic cumulative tests at midterm and end of course.

CALCULUS AB - AP

#3127 11-12th Grades

Prerequisites: Algebra I Honors, Algebra II Honors,

Geometry Honors, and Pre-Calculus Honors.

Fee: \$5.00

Note: The AP program requires all students have a graphing calculator. Teacher recommendations for calculators will be made at the beginning of the year.

An Advanced Placement course in calculus AB consists of a full academic year of work comparable to Calculus I in college. AP Calculus is primarily concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. Technology is used regularly by students and teacher to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

AP Calculus AB is designed to prepare the student

for the AB level of the AP exam which could earn the student a college credit in Calculus I. Actual placement of the student is at the discretion of the individual college or university.

CALCULUS BC - AP

#3128 11-12th Grades

Prerequisites: Algebra I & II Honors, Geometry

Honors and Pre-Calculus Honors

Fee: \$5.00

Note: The AP program requires all students have a graphing calculator. Teacher recommendations for calculators will be made at the beginning of the year.

Calculus BC is designed to prepare the student for the BC section of the AP exam. Topics will be covered in depth and will go beyond the scope of the AB course described above.

The course is taught with the rigor of a college course, and students will be required to complete a unit of review topics during the preceding summer.

Calculus BC - AP is designed to prepare the student for the BC level of the AP exam which could earn the student a college credit in Calculus I and II. Actual placement of the student is at the discretion of the individual college or university.

IB Mathematical Studies

11-12th Grades

Fee \$5.00

Prerequisites: Algebra I, Geometry, Algebra II

Note: The IB program requires all students have a graphing calculator. Teacher recommendations for calculators will be made at the beginning of the year.

This course is designed for students with varied background and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

The course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences, and to topics that relate to home, work leisure situations. The course includes project work, a feature unique within the group of IB math courses; students must produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby, or an interest of their choice using skills learned before and during the course. This process allows students to ask their own questions about mathematics and to take responsibility for a part of their own course of studies in mathematics.

The students most likely to select this course are those whose main interests lie outside the field of mathematics. All parts of the syllabus have been carefully selected to ensure that an approach starting with first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulas. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative

math course.

Additional Math News

Each year, Cookeville High School Math students participate in several Math contests: UT Pro2Serve, Tennessee Math Teachers Association Math Conest at TTU, and the nationwide American Math Contest. Historically, our students compete very well garnering many top ten placements in each category.

The math fee is used to update technology in the mathematics department.

SCIENCE

Science Curriculum Sequence Notes:

- Students may not go backward.
- 3 credits required for graduation

Science Sequence

- (1) Physical World Concepts (Physical Science may be taken first)
- (2) Chemistry
- (3) Biology
- (4) An advanced Science class (optional)

BIOLOGY - SE (Special Education)

10-12th Grades

Lab fee: \$8.00

Students will develop an understanding of living things, from single-celled organisms to plants and animals. A laboratory experience is a component of this class. This course is designed to prepare students for the state required Biology End of Course Exam. This course requires placement through an IEP.

BIOLOGY I

#3210 10-12th Grades

Lab fee: \$8.00

Prerequisite: Algebra I

This course provides the student with an understanding of the diversity and unity of living things by studying cell structure and function, photosynthesis, genetics, classification of organisms, microbiology and ecological relationships. The student will have an opportunity to develop a curiosity for science through laboratory work. This class does have a state required End of Course Exam.

BIOLOGY I - HONORS

#3210H 10th Grade

Prerequisites: Algebra I

Lab fee: \$8.00

This course will cover the same topics as the regular biology course. In addition students will be involved in independent studies and at least two special projects and will take a comprehensive 9 week exam and 18 week exam each semester.

Biology II

#3216 11-12th Grades

Prerequisite: Biology I and Chemistry

Lab Fees: \$8.00

This course provides an in-depth view of living things while exploring cellular functions, interdependence, genetics, biotechnology, evaluation, microbiology, comparative anatomy/physiology and botany. Students will develop deeper understanding through inquiry activities and laboratory work.

AP/IB SL BIOLOGY

#3217

Lab Fees: \$10.00

11-12 Grades, Prerequisite: General Biology, Chemistry and teacher recommendation

Lab fee: \$10.00

Supplemental workbook: \$20.00

This is a full year course of study covering biological systems in more detail than General Biology. Extensive work will take place in the laboratory. Topics that may be explored include the cell's organization, function, and reproduction; energy transformation; human anatomy; and organisms' evolutionary and adaptative processes. An outside research project will be required. These concepts are typically studied at the college level but are available to students willing to prepare to take the Advanced Placement exam in the Spring.

This course is designed for the serious student who is willing to devote extra hours to complete the work. Careful consideration should be made before reserving a seat in this class. Students and parents are required to sign a contract and meet with the teacher to receive further instructions and a detailed course syllabus.

A comprehensive nine-week exam and a comprehensive eighteen-week exam will be given for each semester.

This is a full year course of study focusing on biological systems in more detail than a general biology study. The objective of this course is to prepare students in their study of biology to achieve an international standard of excellence. To achieve this standard of excellence, the student must prepare in areas of his or her strengths as well as in areas of his or her weaknesses. The primary method of teaching will be classroom lecture; however, extensive work will take place in the laboratory and outside research to reinforce topics studied. Concepts covered in the class will be equivalent of curriculum generally covered in college-level courses. Exams are based on a broad general understanding of concepts and fundamental themes. Furthermore, exam questions will place a heavy emphasis on essay writing. Since internationally accepted principles have been contributed by many culturally diverse sources, global perspectives and issues are inherent in the study of biology.

Assessments for the course include required IB internal and external assessments as well as locally required non-IB assessments. See page 23 for further information.

IB BIOLOGY HL

12 Grade, Prerequisite: IB/ AP Biology and teacher recommendation

Lab fee: \$10.00

This is a full year course of study that builds logically onto the topics of the Standard Level biology. The course reviews many of the topics listed under the standard level course in greater depth and detail. The high level curriculum includes many topics that deal with the human body in great detail and is recommended for those students who wish to study medicine. This course will also focus on the importance of laboratory investigation as well as an emphasis on writing about biological concepts. In addition to the Standard Level concepts, the following topics will be explored in this second

year of study: cell respiration and photosynthesis, genetics, human reproduction, defense against infectious disease, nerves, muscles, and movement, excretion, and plant science. Optional topics for this course are evolution, neurobiology, animal science and ecology.

Those who are enrolled as HL Biology students will not take the IB exam until after the end of this course. The aim of IB biology is to provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students.

Assessments for the course include required IB internal and external assessments as well as locally required non-IB assessments. See page 23 for further information.

PHYSICAL SCIENCE - SE (Special Education)

9-12 Grades

Lab fee: \$8.00

Physical Science is the study of matter and energy with emphasis on everyday application of physical laws. The course of study includes the following: force, motion, energy, chemical and physical changes involving matter, waves in the form of light and sound, electricity, and magnetism. This course requires placement through an IEP.

PHYSICAL SCIENCE

#3202 9th Grades

Lab fee: \$8.00

Physical Science is the study of matter and energy with emphasis on everyday application of physical laws. The course of study includes the following: force, motion, energy, chemical and physical changes involving matter, waves in the form of light and sound, electricity, and magnetism.

CHEMISTRY

#3221 9-12th Grades

Prerequisite: Algebra I & Physical World Concepts

Lab fee: \$8.00

In this course, students will gain an understanding of the atomic and molecular structure of matter and energy and applications of chemistry to daily life. The student will also develop methods of evaluation and interpretations of laboratory observations. Students will apply knowledge and higher-level thinking skills to analyze situations and solve problems.

CHEMISTRY- HONORS

3221H 9-10th Grades

Prerequisite: Algebra I & Physical World Concepts

Recommended: Algebra I final average of B or better; otherwise Honors is not recommended.

Lab fee: \$8.00

Honors Chemistry is a more advanced study of chemistry. The student will be involved in independent research, projects, and competitions. Students are expected to apply information, calculations, and higher level thinking skills to demonstrate a more in-depth understanding of chemistry. A comprehensive 9 week and 18 week exam will be given for each semester.

AP/IB SL CHEMISTRY

#3225 11-12th Grades

Prerequisite: Chemistry & Teacher Recommendation

Lab fee: \$10.00

This is an advanced study course covering the composition, properties and reactions of substances;

behaviors of solids, liquids and gases; acid/base and oxidation/reduction reactions; atomic structure; chemical formulas and equations. Additional topics may include nuclear reactions, classes of organic compounds, organic reactions, and biochemistry. This curriculum requires extensive laboratory work as well as an outside research project. Students in this course will take the Advanced Placement exam in the spring. Additionally, students may take the SL exam for IB Chemistry credit. HL IB Chemistry will require a second year of study.

This course is designed for the serious student who is willing to devote extra hours to complete the work.

A comprehensive nine-week exam and a comprehensive eighteen-week exam will be given for each semester.

Assessments for the course include required IB internal and external assessments as well as locally required non-IB assessments. See page 23 for further information.

IB CHEMISTRY HL

#3228 12th Grade

Prerequisite: IB / AP Chemistry SL & Teacher

Recommendation

Lab fee: \$10.00

This course builds logically on topics studied in IB Chemistry SL. It is an in depth study of chemical theories, their application, and laboratory procedures following the IB curriculum. A minimum of 25% of the course is devoted to practical work. The course allows for an intensive, broad study of the field of chemistry and is designed for the serious student who is motivated to learn scientific knowledge. Included in the course of study are structure of matter, chemical bonding, atomic theory, equilibrium, acid and base behavior, and many other topics. The student who enrolls in this course will register for and take the IB Chemistry HL exam in May of his or her senior year.

Assessments for the course include required IB internal and external assessments as well as locally required non-IB assessments. See page 23 for further information.

PHYSICAL WORLD CONCEPTS

#3231 9-12th Grades

Corequisites: Must be enrolled in Algebra I concurrently

Lab fee: \$8.00

This course explores Newtonian mechanics, vectors, gravitation, energy, wave motion, light, electricity and magnetism. These concepts are discussed, explored in lab and applied to our daily lives. Students will develop their skills in problem-solving, analysis, laboratory work and mathematical reasoning.

PHYSICAL WORLD CONCEPTS - HONORS

9th Grade

Corequisites: Honors Algebra I or higher Math

Lab Fees: \$8.00

This course explores Newtonian mechanics, vectors, gravitation, energy, wave motion, light, electricity and magnetism. These concepts are discussed, explored in lab and applied to our daily lives. Students will develop their skills in problem-solving, analysis, laboratory work and mathematical reasoning. Students will complete independent

20 COURSE DESCRIPTION - Science and Social Studies

research and projects. A comprehensive exam will be given for each semester.

PHYSICS - HONORS

#3231H 11-12th Grades

Prerequisites: Algebra II or Geometry

Lab fee: \$8.00

Honors Physics is a more advanced study of Physics. The student will be involved in independent research, projects, and competitions. Students are expected to apply information, calculations, and higher level thinking skills to demonstrate a more in-depth understanding of Physics. Trig functions are applied to Physics problems. A comprehensive 9-week and 18-week exam will be given for each semester.

AP/IB SL Physics

11-12th Grades

Prerequisite: Algebra II & Teacher

Recommendation

Lab fee: \$10.00

This is an advanced study course covering the Mechanics, Thermal Physics, Electricity and Magnetism, Oscillations and Waves, Fields and Force and Nuclear Physics. Additional topics may include Electromagnetic induction and Energy, Power and Climate change.

This curriculum requires extensive laboratory work as well as an outside research project. Students in this course will take the Advanced Placement exam in the spring. Additionally, students may take the SL exam for IB Physics credit.

This course is designed for the serious student who is willing to devote extra hours to complete the work. A comprehensive nine-week exam and a comprehensive eighteen-week exam will be given for each semester. Assessments for the course include required IB internal and external assessments as well as locally required non-IB assessments. See page 23 for further information.

ANATOMY & PHYSIOLOGY HONORS

#3251 11-12th Grades

Prerequisite: Biology and Chemistry

Lab fee: \$10.00

This course is designed for the student to develop an understanding of the human body in health and disease. Medical terminology is a focus of the course. This course is recommended for any student who plans to study a professional health career (including, but not limited to, dental careers, medicine, physical therapy, occupational therapy, nursing or nutrition).

SOCIAL STUDIES

WORLD HISTORY

#3401 9-12th Grades

The purpose of this course is to study ancient, medieval, and modern cultures of the world, both East and West, and come to a better understanding of how past social, political, and economic events have influenced the world in which we live.

Lecture, cooperative learning, authentic learning, class presentations, and individual and group projects will be included. Students will develop writing skills, note taking and organization skills as well as social skills.

AP WORLD HISTORY

#3449 9th Grade

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

HUMANITIES - HONORS

#3099 10-12th Grades (Half Credits)

This course provides the student with a chronological survey of western man's exploration of his nature through the arts, philosophy, history, and literature. Emphasis is placed on developing skills in critical thinking, recognition of varying styles in the arts, comparison of philosophies, and successful essay testing.

It is designed for the most serious student and careful consideration should be made before reserving a seat in this class. The student must be willing to devote extra time to complete the course work. Humanities is suggested for students planning to take AP European History.

U.S. HISTORY - SE (Special Education)

This course surveys the political, social, and economic development of the United States from pre-Revolutionary America to the present. Students gain an appreciation for the heritage of our country. Current events as related to previous history will be incorporated. This course requires placement through an IEP.

U.S. HISTORY

#3405 11th Grade

*Required for Graduation

This general survey course of political, social, and economic developments of the United States will emphasize the period from the Civil War to Modern History. Students enrolled in U.S. History will complete a state required end of course exam covering this time period.

The student is expected to gain appreciation for the heritage of our country and the art of compromise and to see how our "experiment in democracy" evolved over the years. Current events as related to previous history will be studied.

U.S. HISTORY - AP

#3440F & 3440S 11th Grade

This course provides an opportunity for high school students to take a college-level course in high school. Students will prepare to take the Advanced Placement exam in U.S. History for possible college credit. Students must be prepared for an intensive

and comprehensive college-level course and should have advanced analytical, writing, and verbal skills. Students are expected to read extensively from historical monographs and journals, follow independent study programs, and pass comprehensive exams. All students will take a comprehensive exam at midterm and at the end of each term.

Careful consideration should be given before reserving a seat in this course. Students must be willing to devote extra time to completing required course work.

PSYCHOLOGY/SOCIOLOGY

#3433 11-12th Grades (1/2 credit each)

This elective course gives the student an overview of the two subjects. Both subjects are studied for 18-weeks each. Psychology is studied to enable the student to have a better understanding of human behavior and personality. Sociology enables the student to engage in the exploration of people and their lives in groups and to gain knowledge of human social behavior. Solutions to contemporary social problems are also discussed.

The textbook will serve as a guide with videos, research projects, and surveys to give students more information. The students will be expected to participate in cooperative learning activities, class discussions, and other class assignments.

US GOVERNMENT - SE (Special Education)

12th Grade

This course emphasizes the foundations of American government. Students gain an understanding of how U.S. citizens interact with the government in a global economy. This course requires placement through an IEP.

U.S. GOVERNMENT

#3407 12th Grade (1/2 credit) *required for graduation

This course spans two basic areas. Students learn the important events leading to the writing of the Constitution and then spend two weeks studying the Constitution. Important freedoms in the Bill of Rights and Supreme Court cases defining those freedoms as well as a survey of Congress and the Legislative, Judicial, and Executive Branches concludes the federal government study. The last area of study covers state and local government with special emphasis on Tennessee and Putnam County.

U.S. GOVERNMENT - HONORS

#3407H 12th Grade (1/2 credit)

Portfolio required

The same areas of study will be covered as those listed in U.S. Government. Additional topics and library research will include the study of contemporary issues such as terrorism, U.S. foreign policy, political parties, and selected global issues. Students will complete several projects that will enlarge their perspective concerning our government and how it works.

All students are required to take comprehensive exams at midterm and at the end of the course.

Note: Three credits in JROTC will substitute for US Government.

AP US GOVERNMENT

12th Grade (1/2 credit)

ECONOMICS - SE (Special Education)

This course emphasizes fundamental economic concepts through exploration of news articles, internet and other written materials. Students will study the roles of individuals, businesses and government in the economic world. Placement in this course must be made through an IEP.

ECONOMICS

#3431 12th Grade (1/2 credit) *required for graduation

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

ECONOMICS - HONORS

#3431H 12th Grade (1/2 credit)

In addition to basic Economics, this course will focus on more student directed learning activities. The students will be required to focus on current events that pertain to the areas of study. Presentations, research, simulations, and projects will be incorporated as a part of the course. Students will be encouraged to work independently and cooperatively in various projects.

IB ECONOMICS – SL

The IB Economics class serves several functions. Its primary purpose is to familiarize students with how the economy works and to help them see why understanding that process matters in a global society. Because it follows a prescribed IB curriculum, it is an introductory-level college course of more depth than general high school economics classes. Economics is an international business discipline, therefore, the IB Economics curriculum emphasizes global considerations. Forty percent of the IB Economics curriculum and exam deal with international matters in three main areas: international trade, international finance, and international development. The last topic is more heavily weighted than any other in the IB Economics curriculum as helping lesser developed countries improve the quality of life for their populations becomes critically necessary. The effects of environment as related to international economic development as a critical factor in quality of life are addressed throughout the course.

EUROPEAN HISTORY - AP

#3441F & 3441S 10-12th Grades

Recommendation: Grades indicating high achievement, good writing skills, Humanities or World History, teacher recommendation.

Fees: \$10.95 (current events magazine)

This course is designed to prepare students to take the AP exam for possible college credit. Highly motivated students who elect to take this course will find an opportunity to study chronologically the cultural, diplomatic, economic, and political history of Europe from 1450 to present. Students will be required to sign a contract and participate

COURSE DESCRIPTION - Social Studies and Special Education

21

in independent studies and analyses of documents, and take periodic comprehensive exams.

Careful consideration should be given before reserving a seat in this course. Students must be willing to devote extra time to completing required course work.

NURTURING THE NEEDS OF THE EXCEPTIONAL LEARNER

#3499 11-12th Grades (formerly Peer Buddy)

Prerequisites: Students must meet the following criteria: (a) an interest in the peer tutoring program, (b) an adequate GPA, (c) good attendance, (d) a recommendation from a teacher or counselor, and (e) a program of study which allows for an elective course (f) application.

This course is designed to enable regular education students to develop peer relationships while acting as peer buddies and positive role models for students with special needs. The buddies will receive instruction about various types of disabilities and learning problems, instructional techniques for students with disabilities, and ideas on how to help increase the social skills, interactions, and participation of their peers with special needs in the day-to-day activities at their school and in their community.

IB HISTORY OF THE AMERICAS - SL or HL

11-12th Grades

IB History program at Cookeville High School is a two-year course. The course is designed to prepare students for either the standard or higher-level IB assessments. The first year will consist of 150 hours of instruction and will examine the following topics: the United States from 1876-1928, U.S.-Latin American relations from 1890-1928, World War I as it relates to the United States, African-Americans in U.S. 1870's-1920's, The Great Depression and response to it, U.S. role in WWII, and U.S. during Cold War era to 1962.

The second year of the course will consist of a wide variety of 20th century topics - including the causes, practices, and effects of war, and the Cold War, and the collapse of communism. Topics studied during the 2nd year will reinforce things learned during the first year ideally.

An auxiliary purpose of the two year program is to introduce students to historical thinking - formulating questions, resolving conflicting interpretations, recognizing values and how they play a part in historical understanding. The two year program will provide students with the analytic and factual knowledge necessary to deal critically with the problems and materials in a study of the Americas. Students will develop the skills to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students will also write research projects in accordance with IB regulations.

This two year course is open to any junior who wants to sign up for it, but it should not be a decision arrived at lightly. The students who typically perform well have strong reading and writing skills and a willingness to devote their time to their studies rather than part time jobs. Students who take the two year series will receive credit for U.S. History, Economics, and Government. Any senior may elect to take the second year of the course as a challenging elective. If you intend to take the second year

as a senior elective, designate this as IB History of Americas SL, 2nd year option.

Assessments for the course include required IB internal and external assessments as well as locally required non-IB assessments. See page 23 for further information.

IB EUROPEAN AND ISLAMIC HISTORY – SL/HL

Pre-requisite(s): World History/AP History

Now, more than ever, the study of history from an international perspective is increasingly important. A need to understand the past as well as the present with an emphasis on different cultures and societies with respect to how the world has become increasingly global will be explored. IB European and Islamic History SL/HL provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic, or social. IB history invites comparisons between, but not judgments of, different cultures, political systems, and national traditions. The content of the history course is intrinsically interesting, and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study history formally. The international perspective of the Diploma Programme history provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

Goals of the course include comprehending, analyzing, evaluating, and integrating source material critically as historical evidence; demonstrating historical knowledge of 20th century world history through the acquisition and synthesis of knowledge; placing events in historical context; explaining the causes/effects of historical continuity and change; and planning, organizing, and presenting an individual historical investigation.

Students are required to study two topics in the history of Europe and the Islamic world between 600 and 1450 from the following list:

Topic 1: Dynasties and rulers

Topic 2: Society and economy

Topic 3: Wars and warfare

Topic 4: Intellectual, cultural, and artistic developments

Topic 5: Religion and the state

IB THEORY OF KNOWLEDGE (TOK)

*Required for IB Diploma Candidates. Open enrollment elective for other students in 11-12th grades.

Theory of Knowledge is an IB philosophy course required for IB Diploma Candidates but open to enrollment for other students in grades 11-12 who are not full IB diploma candidates but who want to engage in learning about the philosophical ideas that form the foundation of learning and critical perspective in a seminar-style learning environment. TOK is an interdisciplinary approach to stimulate thinking and discussion of the knowledge and experience gained inside and outside the average classroom setting. The course challenges students to question the traditional bases of knowledge, to be aware of

subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. In TOK, students will explore issues related to what we learn, how we learn, why we learn, and the importance of learning in modern society as well as how each discipline contributes to building a whole person philosophy for living.

IB ITGS (INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY) SL - 1 year course

11-12th Grades

This course is designed to fulfill one of the Group 3 (Individuals and Societies) requirements for students in the International Baccalaureate program. It may also be used as a Group 6 (the Arts) elective. The focus of the course is the impact of information technology on individuals and society, particularly the advantages and disadvantages of using digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. ITGS is NOT a programming course, however, students in ITGS must be familiar with basic software applications and their use as well as have good research skills. ITGS may be taken as a standard level one year course.

Assessments for the course include required IB internal and external assessments as well as locally required non-IB assessments. See page 23 for further information.

SPECIAL EDUCATION

Placement in any Special Education class, program or related service requires that students meet state eligibility requirements and be served by an Individual Education Plan (IEP). Options for service are determined by the IEP team which includes the following: special education teacher, regular education teacher, school administrator and parents. It is the intent of the Special Education program to provide services to each student in the Least Restrictive Environment providing inclusion with same age peers to the maximum extent possible.

RESOURCE SE 9-12th Grades

Classes are offered in the core curriculum that prepare students for Gateway and End of Course exams. These classes are based on state guidelines for high school curriculum in English, Math, Science and Social Studies and are designed to meet the requirements of a **regular high school diploma**. Individual descriptions of courses are located in each departmental sections.

EXTENDED RESOURCE PROGRAM

Extended Resource classes are for those students with mild to moderate disabilities. This program incorporates basic academics, pre-vocational and vocational skills to prepare students for independent living and transition to post-secondary life.

LIFE SKILLS PROGRAM

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

includes transition services to prepare students for work and other post-secondary issues.

WORK SKILLS I 10-11 Grades

This class for 10th or 11th grade students covers employability skills, work maturity and vocational exploration. Students participate in the classroom and the PAES lab. They are supervised on the job, on field trips, and to job sites and post-secondary training facilities. This course requires placement through an IEP

WORK SKILLS II 11-12 Grades

This class for 11th and 12th grade students includes developing a portfolio containing a final resume, sample job applications, biographical information, cover letters, W-2 forms, and sample work items. Students practice job interview skills, finalize a career plan, and make preparations for post-secondary training or employment. This course requires placement through an IEP.

WORK BASED LEARNING

(Terms and credits determined by IEP team.)

Students who are taking or have completed Work Skills I or II gain valuable work experience and high school elective credit. Students may work 1 period per semester in their junior year and 1-2 periods per semester in their senior year. The WBL coordinator monitors the program through student weekly check-ins and meetings with employers.

RELATED SERVICES FOR SPECIAL EDUCATION STUDENTS ASSISTIVE TECHNOLOGY (AT)

Evaluations and recommendations for classroom interventions are made by a team of personnel who include specialists in speech and language, occupational and physical therapy, vision, and hearing. That may include basic interventions in the classroom or devices that enhance learning and communicating in the educational environment.

CONSULTATION SERVICES

Consultation is provided to special education students in classrooms who require accommodations or modifications to the regular program. The consultation teacher meets with the classroom teacher, monitors student progress and provides direct interventions where required.

DAY TREATMENT SERVICES

This program is designed as a short-term intervention for students who may experience difficulty in the transition between homebound services and the regular school setting. An IEP team makes the determination for individual eligibility.

HEARING IMPAIRMENT SERVICES

Educational interpreters and/or assistive listening devices are provided for students with significant hearing impairments as determined by the IEP team. Interpreters may be assigned to students to attend classes and other events during the school day. Consultation to the regular classroom teacher regarding modifications and accommodations is provided by the teacher of the hearing impaired each semester.

LEARNING LAB

The learning lab is available for students in regular

22 COURSE DISCRPTION - Special Education and International Baccalaureat

classes who require assistance with assignments, tests, and reading materials. Learning lab participation is determined by the IEP team and is based on individual needs of students and requirements for accommodations, modifications, or supplemental services as indicated in the IEP.

SOCIAL WORK SERVICES

Social workers promote improved behaviors and successes of students by providing social skills training, personal counseling, and crisis intervention. Social workers provide family services through parent support groups and counseling to families. A licensed social worker is responsible for developing and implementing individual goals and objectives. Identified students may receive services as determined by the IEP team.

SPEECH AND LANGUAGE SERVICES

Students who have been identified as speech and/or language impaired may receive services as determined by the IEP team. Services may include individual or group therapy to students or consultative services to teachers regarding classroom modifications or strategies. A certified speech therapist/pathologist is responsible for developing and implementing individual goals and objectives.

PHYSICAL AND OCCUPATIONAL THERAPY SERVICES

Students who have been identified for services by a physical or occupational therapist must be referred by a physician and may receive services as determined by the IEP team. Licensed therapists enhance fine and gross motor functioning if the students' disability impedes progress in the educational environment. Therapists provide both direct services to students and consultative services to teachers

regarding classroom modifications or strategies.

PSYCHOLOGICAL EVALUATIONS

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

VISUAL IMPAIRMENT SERVICES

This program provides direct services, materials and equipment necessary for visually impaired students to function in their home school. The vision teacher provides direct services through academic interventions and navigational training in the school building and community. Consultative services are provided to classroom teachers regarding modifications or strategies. Types of services and interventions are determined through the IEP team.

VOCATIONAL REHABILITATION

Special education students are referred to Vocational Rehabilitation for services during their junior year through their Transition Plan. Eligible students may participate in training programs during the 11th and 12th grade and following graduation. Services include work adjustment training, vocational evaluation, job placement, and tuition reimbursement for post-secondary education.

For more information regarding the Special Education programs at Cookeville High School, you may contact: Gina Hale at (931) 520-2119 or email haleg@k12tn.net



INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME

Pathways to TN Diploma

Tennessee Association of International Baccalaureate World Schools (TNAIBWS)
The IB Diploma Programme is designed for juniors and seniors in high school. Rigorous course expectations and examinations have been well established since 1968. International end-of-course examinations, scored by international assessors on a scale of 1-7, establish the quality of student learning in six subject areas. The chart below shows multiple pathways through which IB Diploma candidates in authorized TN schools can meet the TN graduation requirements through IB coursework.

TN Requirements

Math: 4 Credits, including Alg I, II Geometry, and a higher-level

Science: 3 Credits, including Bio, Chem or Physics, and a 3rd Lab

English: 4 Credits

Social Studies: 3 Credits, including U.S. History World History or World Geography Economics, and U.S. Government

Wellness and Physical Education: 1.5 Credits

Personal Finance: .5 Credits

Foreign Language: 2 Credits

Fine Arts: 1 Credit

Elective Arts: 1 Credit

IB Pathways to Meeting TN Requirements

- 9th/10th, Alg I (H), Geometry (H), Alg II (H)
11th, **IB Math Studies I, SL**
12th, **IB Math Studies II, SL**
- 9th/10th, Geometry (H), Alg II (H), Pre-Cal (H)
11th, **AP/IB Math I**
12th, **AP/IB Math II**
- 9th/10th, Alg II (H), Pre-Cal (H)
11th, **IB Math I**
12th, **IB Math II, HL**

- 9th/10th, Phy Sci (H), Bio (H), Chemistry (H)
11/12th, **IB Bio II, SL or IB Chem II, SL**
or **IB Env Systems, SL**
- 9th/10th, Phy Sci (H), Bio (H)
11th or 12th, **IB Env Systems, SL**
- 9th/10th, Bio (H), Chemistry (H)
11th or 12th, **IB Bio II, SL or IB Chem II, SL**
- 9th/10th, Bio (H), Chemistry (H)
11th, **IB Bio II, SL or Chem II, SL**
12th, **IB Bio III, HL or Chem III, HL**

- 9th/10th, English (H), English II (H)
11th, **IB English III, HL**
12th, **IB English IV, HL**

- 9th/10th, AP World Hist, AP Human Geography
11th/12th, **IB History of Amer I, HL/IB History of Am II, HL**
- 9th/10th, AP World Hist, AP Human Geography
11th or 12th, **IB World Arts and Cultures, SL**

- 9th or 10th, Wellness
11th & 12th, **IB Creativity/Action/Service,**
150 hours

- 9th or 10th, Personal Finance

- 9th/10th, Spanish I (H), Spanish II (H) and Spanish III (H)
11th, Spanish III (H) or Spanish IV (H)
12th, **IB Spanish, SL**
- 9th/10th, French I (H), French II (H), and Spanish III (H)
Spanish I (H), Spanish II (H), Spanish III 11th, French or Span III (H) or French or Spanish IV (H)
12th, **IB French, SL or IB Spanish, SL**
- 11th, **IB French Ab Initio I, SL** or **IB Spanish Ab Initio, I, SL**
12th, **IB French Ab Initio II, SL** or **IB Spanish Ab Initio II, SL**

- 9th/10th, Music, Theatre, Visual Arts
- 11th and/or 12th, **Music I IB SL/HL,**
Music II IB SL/HL
- 11th and/or 12th, **IB Theatre I, SL;**
IB Theatre I, HL; Theatre II IB, HL
- 11th and/or 12th, **IB Visual Arts, SL-A;**
IB Visual Arts, SL-B; IB Visual Arts I, HL; IB Visual Arts II, HL

- 9th/10th, Music, Theatre, Visual Arts
- 11th/12th, **IB Theory of Knowledge**
- 11th/12th, **IB Psychology, SL**
- 11th/12th, **Music, Theatre, Visual Arts** credit

Founded in 1968 the International Baccalaureate Programme works with 2,715 schools in 138 countries worldwide serving students aged three to nineteen. The diploma program, which Cookeville High is authorized to offer, is offered at 670 public and private high schools in the United States. Currently 10 high schools in Tennessee are authorized to offer the diploma program, one of which is Cookeville High. Several others across the state are in the process of authorization at the time of this printing.

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

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

What is included in the IB curriculum?

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

- 1) Language A – English
- 2) Language B – (at CHS, Spanish)
- 3) Individuals and Society – (at CHS, History of the Americas and Information Technology in a Global Society)
- 4) Experimental Sciences (at CHS, Biology and Chemistry)
- 5) Mathematics – (at CHS, Mathematics Studies, Mathematics SL/HL)
- 6) Arts or Electives – (arts at CHS, visual arts, theatre arts, and music)

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

- 1) Theory of Knowledge – a critical thinking course designed to teach students how they learn across all subject areas
 - 2) A 4,000 word extended essay researched, documented, and written on a topic of choice
 - 3) Creativity, Action, and Service – 150 blended hours of school activities and community service over a period of the junior and senior year
- The diploma program requires that students meet defined standards and conditions to be awarded a diploma, including earning a minimum of 24 points on IB exams.

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

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

What are the qualities of a successful IB student?

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

- self-motivated
 - inquiring mind
 - organized
 - academic integrity
 - participate in school and community activities
 - good time management skills
 - good attendance record
- *It is also beneficial to have a passion for learning, curiosity, and strong writing skills.

Cookeville High IB Course Offerings:

Cookeville High offers the following IB courses. As the program grows, other courses may be added.

- English HL*
- Spanish B SL**
- History of the Americas, SL and HL
- Information Technology in a Global Society SL
- Mathematics Studies, Mathematics SL SL/HL
- Biology SL and HL
- Chemistry SL and HL
- Music SL
- Theatre Arts SL
- Visual Arts SL
- *Theory of Knowledge - This course is not designated SL/HL. It is a required course for all diploma students. Any student may register for the IB Theory of Knowledge class.
- * HL - higher level (higher level courses are studied for 240 classroom hours over a two-year period prior to testing)
- **SL - standard level (standard level courses are studied for 150 classroom hours over one year of study and then tested)

What Must I Do To Participate in the IB Diploma Program at Cookeville High School?

Complete an application form. Forms are available in the in the IB office located on the Second floor Guidance Office office suite at CHS or in room 223 from Ms. Carolyn Hawkins, IB Program Coordinator. Turn in the completed application and registration form to Ms. Hawkins in the IB office. Pick up four recommendation forms and ask four teachers (at

least two from the sophomore year) to complete the forms. Listen to announcements concerning deadlines for applications/recommendations. Register, pay, and take exams for the courses.***

*** Students who enroll in IB courses and decide the course(s) are not a good fit may not change courses until the first semester ends. Additionally, all students who opt out of an IB course(s) prior to IB testing forfeit any fees paid for IB exams and lose additional weighted points (scale reverts back to a 4.0).

May I Enroll in an IB Class as a Certificate Candidate?

Cookeville High welcomes all students to enroll in as many IB courses as he/she desires as a certificate candidate. Students may choose to enroll in one or more IB courses as a certificate candidate. Please note, however, that students who enroll in an IB course MUST register for, pay for, and take the IB exam prescribed for the course(s). Students who enroll in IB courses and decide the course(s) is not a good fit may not change courses until the semester ends. Additionally, all students who opt out of an IB course(s) prior to IB testing forfeit any fees paid for IB exams and lose additional weighted points (scale reverts back to a 4.0).

Honor Policy

Students who participate in the IB program are required to complete a form that outlines the importance of academic integrity. In addition to this form, IB teachers have additional academic honesty policies that will be given to students enrolled in the classes when classes begin.

Exam Fees

Exam fees for the IB exams must be paid during the first 6 months of school during the 2010-2011 school year due to international registration requirements. Ms. Carolyn Hawkins, the IB coordinator for Cookeville High School, will provide fee information to all IB students, both certificate and diploma candidates, enrolled in courses. The May 2011 IB exam fee per exam taken was \$277.00 for IB registration and the first exam, then \$92.00 for each additional exam. Exam prices do increase minimally each year. Payment plans are available. Contact Ms. Carolyn Hawkins, IB coordinator for CHS, at hawkinsc1@k12tn.net or at 931.520.2120 for additional testing or payment information if needed.

Sample Schedule for 2011 graduates interested in the IB Diploma

This is only a suggested guide; many options exist to be a successful candidate in the IB program. Anyone who wishes to have help planning a schedule may contact Ms. Carolyn Hawkins or a guidance counselor for assistance.

<u>9th grade</u>	<u>10th grade</u>
English	English
Algebra II or	Algebra II or
Geometry	Geometry
Biology	Chemistry
Spanish II	Spanish III
World History	AP. Euro History
Fine Arts Elective or	Lifetime Wellness or
Lifetime Wellness	Econ/Government

*It is highly recommended that potential IB students enroll in some honors classes.

<u>11th grade</u>	<u>12th grade</u>
IB English SL	IB English HL
Spanish IV	IB Spanish SL
IB History of the Americas SL	IB History of the Americas HL
Pre-Calculus,	IB Math Studies SL,
IB Math Studies SL or	IB Mathematics SL or
IB Mathematics SL	IB Mathematics HL
IB Biology SL or	IB Biology HL or
IB Chemistry SL	IB Chemistry HL
IB Visual Art SL,	Theory of Knowledge
IB Music SL or	
IB Theatre Arts SL or	
another IB SL course offering	

Note: Students must enroll in Lifetime Wellness and Economics/Government during some point in his studies to meet state graduation requirements. Students who enroll in and take the History of the Americas HL course and exam will receive both U.S. History and Government credit. If students have difficulty in arranging a schedule or cannot find room in a schedule to accommodate all courses, please see Ms. Carolyn Hawkins or Mr. Michael Meihls for assistance as soon as the problem is apparent.

Contact Carolyn Hawkins, CHS IB Coordinator, at 520.2120 or hawkinsc1@k12tn.net for more information.



Freshmen Registration Steps

Step 1

All incoming Freshman and parents should review the "READY CORE" graduation requirements listed on page 2. In addition to the "READY CORE" requirements, each student will choose an elective focus. There is a list of focus areas and courses on page 6 of this guide.

Step 2

Student and parent complete the front of the blue ninth grade registration form before coming for Advisement. Counselors and administrators will assist with the back side of the blue form and course selections. Counselors will compile data for each ninth grade student prior to advisement night. Courses for the freshman year will be selected based on the student's ACT Explore test, TCAP scores and previous course work. Once a course is chosen, it is understood that the student will remain in that class for the entire year.

Recommendations/Suggestions/Guidelines

English: Students will be placed in either special education, regular or honors English. These are full year classes earning 1/2 credit each term. Honors English is a class designed for the highly-motivated, independent-working student. Honors English students study college-level vocabulary along with additional research projects and advanced reading selections.

Math: Prior to advisement, students will be given a recommendation by their eighth grade math teacher based on their level and performance. For planning your 4 year program, students will begin with the recommended Math and go in Math sequence for 4 years of High School Math. All incoming Freshman who are NOT special education students, must obtain 4 math credits for graduation. This must include the following: Algebra I, Algebra II, Geometry and another math course beyond Algebra I.

Science: Following is the Science sequence for incoming Freshman who are NOT special education students:

- (1) Physical Science or Conceptual Physics
- (2) Chemistry or Physical World Science
- (3) Biology or Chemistry
- (4) An advanced Science class (optional)

Honors Biology is a fast-paced course with students required to complete a science fair project along with additional readings and assignments.

Social Studies: All Incoming Freshman must take World History.

Electives:

1. Students who plan to attend college must complete two credits of Foreign Language (the two credits must be must be the same language) before graduation as well as 1 credit of Fine Arts before graduation. For students who will not attend a college or university, these requirements may be waived to expand their elective focus.

2. All students must select an elective focus and complete three credits from their elective focus for graduation. Elective focus areas and courses are listed on page 6 of this guide.

Step 3

Student and parent transfer ninth grade choices from blue registration form to six-year plan sheet and plan courses for the tenth, eleventh, twelfth, and two-year post graduation. This six-year plan will be reviewed and may be revised each year. Parent and student must sign the six-year plan.

SAMPLE SIX-YEAR PLANS 2010/11 FRESHMEN, SOPHOMORES & JUNIORS

COLLEGE BOUND STUDENTS

<u>9th Grade</u> English 9 Algebra I Phy Science or Conc. Physics World History Foreign Language I Elective	<u>10th Grade</u> English 10 Geometry Chemistry or Phy World Concepts Wellness Foreign Lang II Fine Art
<u>11th Grade</u> English 11 Geometry Chemistry or Biology U.S. History Foreign Language III Elective	<u>12th Grade</u> English 12 Advanced Math class An Advanced Science class U.S. Govt/Econ Finance/ Physical Fitness Elective

ONE PATH

NON COLLEGE BOUND STUDENTS

<u>9th Grade</u> English 9 Algebra I Phy Science or Conc. Physics World History Elective Elective	<u>10th Grade</u> English 10 Algebra II Phy World Sci- ence or Chemistry Wellness Elective Elective
<u>11th Grade</u> English 11 Geom or Tech Geom Chemistry or Biology U.S. History Elective Elective	<u>12th Grade</u> English 12 Discrete Math U.S. Govt/Econ Finance/ Physical Fitness Elective Elective

Two Year Post Graduation Plans

Vocational Training Two -year College
 Four-year college Military
 Workforce

SAMPLE SIX-YEAR PLANS

2010/11 SENIORS

UNIVERSITY PATH

<u>9th Grade</u> English 9 Found II or Algebra I Biology World History Foreign Language I Elective	<u>10th Grade</u> English 10 Algebra I or II Chemistry Wellness Foreign Lang II Fine Art
--	--

<u>11th Grade</u> English 11 Geometry Physics H U.S. History Foreign Language III Elective	<u>12th Grade</u> English 12 Pre-Calculus or Adv Alg & Trig U.S. Gov/Econ Elective Elective Elective
--	---

DUAL PATH

<u>9th Grade</u> English 9 Found 11 or Alg I Biology World History Foreign Lang. I Elective or Tech Option	<u>10th Grade</u> English 10 Alg I or Alg II Phys Science Wellness Foreign Lang II Tech Option
--	--

<u>11th Grade</u> English 11 Geometry Chemistry U.S. History Tech Option Tech Option	<u>12th Grade</u> English 12 Adv Alg & Trig or Pre-Calculus US Gov/ Econ Tech Option Fine Art Physics
--	---

TECHNICAL PATH

<u>9th Grade</u> English 9 Found. II or Alg. I Life Sc. or Bio World History Tech Option Elective	<u>10th Grade</u> English 10 Alg. I or Alg II Biology or Phys Science Wellness Tech Option Elective
---	--

<u>11th Grade</u> English 11 Alg. II or Geometry Environment Science Tech Option Tech Option Elective	<u>12th Grade</u> English 12 Geometry or Adv Alg & Trig US Gov/Econ Tech Option Tech Option Elective
---	---

Two Year Post Graduation Plans

Vocational Training Two -year College
 Four-year college Military
 Workforce

SPECIAL THANKS TO.....

PTSO for volunteering your time in Attendance, Counseling Center and Main Office. Any parent who wishes to become involved with our school should contact Kim Wise, PTSO Volunteer Coordinator, at 372-9044.

ADOPTERS for the encouragement and support we receive throughout the year

- Cookeville Communications
- Cookeville Regional Medical Center
- First National Bank of Tennessee
- Nuera Transport
- McDonald's of Cookeville
- One Hour Martinizing
- Shea Chiropractic
- Tennessee Heart
- Flowserve
- Cookeville First Assembly

COMMUNITY ORGANIZATIONS & BUSINESSES

- Kiwanis - sponsors the Academic Team
- Rotary - sponsors the Interact Club
- Volunteer Medical Group - sponsors the Cross Country team
- Premier Imaging - sponsors the Charger

- Averitt Express
- Coca-Cola
- Ruby Tuesday
- Herald-Citizen

who help in countless ways.

