

# **SOUTHWIND HIGH SCHOOL**



## **2016-2017 COURSE CATALOG**

**“RAISING THE STANDARD OF  
EXCELLENCE – ONE STUDENT AT A TIME!”**

**DR. TERRENCE BROWN  
PRINCIPAL**

# TABLE OF CONTENTS

<b>School Information</b>	<b>2</b>
<b>Note From The Principal</b>	<b>3</b>
<b>Ninth Grade: The Important Year</b>	<b>5</b>
<b>Academic Program</b>	<b>8</b>
<b>Graduation Requirements</b>	<b>9</b>
<b>Course Selection Requirements</b>	<b>14</b>
<b>Student Expectations</b>	<b>36</b>
<b>Appendix</b>	<b>40</b>
<b><u>Academic Departments</u></b>	
<b>Business Education and Technology</b>	<b>15</b>
<b>Career and Technical Education</b>	<b>16</b>
<b>English/Language Arts</b>	<b>19</b>
<b>Fine Arts</b>	<b>22</b>
<b>Mathematics</b>	<b>25</b>
<b>Physical Education</b>	<b>27</b>
<b>Science</b>	<b>28</b>
<b>STEM</b>	<b>32</b>
<b>World Language</b>	<b>34</b>

**Southwind High School**  
**7900 East Shelby Drive**  
**Memphis, Tennessee 38125**  
**Grades 9-12**

**School Information**

Southwind High School is a comprehensive high school operated under the jurisdiction of the Shelby County, Tennessee Board of Education. Southwind High School is the largest public high school under a single roof in the state of Tennessee. The 350,000 square foot facility provides ample space to house a wide range of academic, athletic, fine arts, and service opportunities for all students. Southwind High School serves grades 9-12. The comprehensive program at SHS is to value, challenge, and educate students in a positive, safe environment while developing them into productive citizens in a diverse and changing society. Southwind offers a diverse academic curriculum including a wider range of special interest courses and vocational training.

**School Mission:**

The mission of Southwind High School, a community committed to excellence in education, is to ensure that each student possesses the knowledge, skills, and character to create a successful and responsible life. We will do this by building safe, caring, challenging, and diverse learning environments, and by cultivating parental and community partnerships that inspire life-long learning.

**School Vision:**

At Southwind High School, our vision is to ensure that all students are college ready, career ready, and life ready.

**School Administration**

Dr. Terrence Brown, Principal

Christopher Hardiman, Vice Principal

Dr. Beverly Bacchus, Assistant Principal

Kesha Ivy, Assistant Principal

Betty Parks, Assistant Principal

Tameka Dickenson, PLC Coach

**School Counseling Department**

Mrs. Leanna Cerbu – Grade Level Counselor

Dr. Sondra Long – Grade Level Counselor

Ms. LaGina Mitchell Scott – Grade Level Counselor

Mr. Joe Murphy – Grade Level Counselor

Mrs. Trinkia Tate – College and Career

## **A Note From the Principal**

Dear Member of the Southwind High School Class of 2020:

Welcome to Southwind High School, where we are raising the standard of excellence – one student at a time. We are looking forward to you becoming a part of Jaguar Nation and one of the best schools in Shelby County Schools. Our strong academic program, our career and technical programs, our outstanding athletics program, and our stellar student activities will make your next four years among the most meaningful you will ever experience. Here are some words of wisdom for your upcoming year.

**Careful planning is very important.** Select your courses after careful study and consideration by you and your parents. The following information will be beneficial to you in making your course selections for the 2012-2013 school year. As you choose courses, keep in mind, that the best advisors - you, your parents, your teachers, and your counselor - will work with you to select a course load that is appropriate to your current academic performance and test scores. It is not the philosophy of the Southwind High School to place students in classes, which the school believes will be discouraging or overwhelming to students. As a result, if you request an honors or AP course that is not recommended by your teacher, you must complete an “Override Application to Enroll In An Honors/AP Course.”

**Again, all Southwind High School students make requests for classes based on their previous academic performance and teacher recommendation. All changes/modifications will be based on course needs and availability.** Although this course guide only has la course catalog specifically for the freshman year, the full Southwind High School Program of Studies Course Catalog is available on the school’s website. Again, welcome to Southwind High School, and we look forward to seeing you in August.

Go Jaguars!

Dr. Terrence Brown  
Principal



## **ACADEMICS & GRADUATION REQUIREMENTS**

## **Ninth Grade – The Important Year**

Whether you are just starting high school, ninth grade is the beginning to a four-year adventure that you've been anticipating for years. The last thing you want to do is start thinking about college. But that's exactly what you should be doing. Real college preparation begins in the 9th grade.

You don't have to stress out too much. There is still plenty of time. But the 9th grade is when things start to count. It's important that you get yourself on a track for success now. Start thinking in terms of the big picture: where you want to go and what you want to do, both in college and beyond.

Use the 9th grade to figure out what kind of student you are and work to become a better one. Doing so will not only help you get into a good school, you will perform better once you're there. Follow these steps and you can ensure that the work you do now will pay off later.

### **Get Good Grades**

The 9th grade is when your grades start to count for more than just an allowance bonus from your parents. Depending on the school, your high school transcript begins now. These grades will be reflected on your college applications. It's time to get serious as a student.

But don't panic. This is just the beginning of a long road, and there will be bumps along the way. Unless you're planning on attending an elite university, you can probably afford a few B's and C's in the 9th grade. Many colleges will overlook this if you show steady improvement throughout high school. And some colleges don't even look at freshman year grades.

Use this year to get better as a student. Improve your study habits. Read as much as you can outside of class work. And perhaps most importantly, learn how to manage your time. Figuring out how to juggle everything in high school life now will save you lots of stress down the road.

### **Challenge Yourself**

Getting good grades is the most important thing, but it won't mean much if you aren't challenging yourself. College admissions counselors don't just look at your GPA as a static number. They will dig deeper to see if you got your grades taking easy classes or hard ones.

If you only take the easiest classes, you may coast through high school with no problems, but you won't be preparing yourself for the rigors of college. Take honors, AP and IB classes, depending on what your school offers.

### **Utilize Your Guidance Counselor**

Many high school students write off guidance counselors. But if you use them wisely, they can be an invaluable resource for your success in high school and your preparation for college.

Talk to your guidance counselor sooner than later and develop a general plan for high school. Find out what upper-level classes your school offers. If needed, check into tutoring, mentorships and other programs. They are there for more than just checking off your diploma requirements.

Your guidance counselor can also help you prepare for college. Ask what kind of college resources your school has, including literature, college recruiting fairs and college classes you can take while still in high school.

## **Extracurricular Activities**

A big part of high school is exploring new activities and discovering things that you love and excel in. Start participating in extracurricular activities. Whether you go for sports, art or computer programming, invest your time and energy wisely and you will see great rewards.

Many high school students try to do too much and are overwhelmed. It's very easy to commit yourself to too many things and before you know it, your grades are suffering and you're stressed out. This is where time management becomes so important. Learn to prioritize the things in your life. Schoolwork should always come first.

Most successful students are involved in many different activities, but you want to have something that you pursue in depth. College admissions offices like to see students that are dedicated and see things through, rather than ones who constantly jump from one thing to another. The more you can get involved in something, the more you will learn and grow as a young adult.

## **Foreign Language**

Foreign language is a basic requirement for high school and college admissions, but it can also be used to strengthen your academic record. With some exceptions, most colleges have a high school foreign language requirement of two years. But it is always recommended to study more. A third or fourth year in one language will add a huge boost to your college application.

That's one language. If you study two or three different languages, your high school requirements will be fulfilled, but you will be hurting your chances to get into a good school. Admissions officers are looking for proficiency and commitment. Pick your language carefully and stick with it. **If you did not make a B or higher in middle school language arts, you may want to wait to take a foreign language your sophomore year.**

## **Don't be Afraid to Ask for Help**

The 9th grade almost always has a greater workload than middle school. Some students adjust easily, while others struggle with the transition. If you find yourself feeling confused or falling behind in any classes, do something about it sooner than later. Asking for help isn't a sign of weakness. It means that you're proactive as a student.

Start by talking to your teachers. In addition to clarifying a subject, this will help you develop personal relationships with them. Down the road you may have additional classes or extracurricular activities with some of them. You may even ask one to write your letter of recommendation in a couple of years.

Aside from teachers, you have a number of resources for support, such as parents, siblings and other family members. Your school provides tutoring and academic support services. You can also start a study group with classmates. Studying alone and isolated can be frustrating. A study group can make it more fun, and as you see how others study and learn, you'll have a better understanding of your own strengths and weaknesses as a student.

## **Work on Reading and Writing Skills**

Many high school students don't realize their full potential due to a lack of reading and writing skills. This is something that will help you in every subject. Not only will you be a better student, you'll become a smarter, more articulate person.

The more you read, the smarter you will be. Read whatever you can. Fiction, non-fiction, news, history, poetry; whatever it is, it will improve your cognitive and analytical thinking. Go one step further and talk to others about what you read. Whether it's family, friends or the librarian, discussing a book or news article

with someone else will expose you to new ideas and perspectives.

To develop stronger writing skills, sit down with teachers and get specific feedback on your papers and/or essays. You may also want to enroll in a writing course or workshop. Even if you think you are a good academic writer, there is always room for improvement in this realm.

### **AP Exams and SAT Subject Tests**

If your school offers Advanced Placement (AP) classes, you may want to try some of them out in the 9th grade. AP classes are more rigorous, but more rewarding. You will develop better reading, writing and critical thinking skills, and your academic record will be much stronger for it. AP exams are taken in the spring, and a high score (4 or 5 out of 5) can earn you college credit.

SAT subject tests, also known as SAT II, are multiple-choice tests that are specific to a single subject. They are not required, but many high school students take them to pad their resumes. If you just took an advanced class and did well, that's the best time to do it. You have nothing to lose. A bad score can be withheld from your record.

### **Begin Thinking About Colleges**

You've still got plenty of time so don't worry too much about where exactly you'll attend college. But the 9th grade is a good time to start what will be a long and complex process.

The internet makes it very easy to do basic research on schools that interest you. Most colleges offer online virtual tours of their campus and academic programs. If you're traveling in another city and have the time, visit the campus for an hour or two. Many campuses have a regional flavor. East coast schools tend to have a different feel than those in the South or on the West Coast.

Even if you have your heart set on attending college away from home, take a look at the options in your area. You may be surprised by what you find. At the very least, you'll have something to compare other schools to in the future.

The more exposure you have to different colleges, the better you can judge and compare them when your college search becomes more serious.

### **Use Your Summer Wisely**

Now that you're in high school, your grades aren't the only thing contributing to your resume. You want to engage in extracurricular activities, and the next four summers will present opportunities you couldn't take advantage of during the busy school year.

Use your summers to do something worthwhile that builds character and adds to personal growth. It can be almost anything, such as travel abroad or a road trip to cultural or historic sites. You can get a job or volunteer in your community. Maybe you want to start a group, club or special project with friends. Whatever it is, think about how it will contribute to your experience as a young adult.

### **Think About the Big Picture**

College is still a long way off, but the 9th grade is the beginning of that journey. Use this year to develop good study habits and improve yourself as a student. Start thinking about your future and where you want to go in life. Even if you have just the slightest hint, it will help you prepare for college.



## **The SHS Academic Program**

Students at Southwind High School are awarded .5 (half) to 1 (one) credit upon the successful completion of a semester of academic course work. If a student fails a semester and does not earn the credit(s) for a course, he or she is required to repeat the failed semester before advancing to the next semester (SCS Policy #5015). Students enrolled in grades 9-12 must be enrolled in at least five units of credit during the school year (SCS Policy #6012).

Traditional core courses (math, language arts, science, and social studies) are offered. Courses are also offered in the following areas: business education, career and technical, fine arts, physical education, and world languages. The school also offers a rigorous load of honors, Advanced Placement, and Dual Enrollment courses that prepare students for the demands of collegiate studies. The school is also broken into special academies that provide unique learning experiences.

### **Ninth Grade Academy**

All students who are first time ninth graders are housed on the first floor in the Ninth Grade Academy. The Ninth Grade Academy promotes interpersonal skills, effective use of resources, and a high degree of accountability. All students will have to reach high standards in the following skills: reading, writing, math, speaking, listening and thinking. Students will understand that there are no acceptable excuses for poor attendance, incomplete coursework, or inappropriate behavior. Those attitudes are not tolerated at Southwind High School. Students who need extra assistance in those areas will have the opportunity to extend their school day with us.

In the Ninth Grade Academy, students are placed in the following classes based upon gender: Algebra I, Biology, English 9 (Standard), and Lifetime Wellness. The benefits of gender based learning are the following: customized teaching increases grades and test scores while also expanding educational opportunities for girls and boys, improved behavior in classrooms, higher graduation rates for both sexes, and improved social behavior.

### **Southwind High School STEM Academy**

Southwind High School is the official STEM Platform School for the state of Tennessee. As a school-within-a-school model located on the SHS campus, the Platform School leverages numerous resources to provide unique STEM teaching and learning opportunities in agriculture and engineering. The STEM Academy is open to all students who live in Shelby County, and provides an enhanced STEM curriculum through project-based learning, technology based instruction. Through an agreement with the Tennessee STEM Innovation Network (theTSIN.org), Southwind High School serves as a demonstration site for incubating, deploying, and sharing innovative and best practices in STEM education. Students may seek admission to the STEM Academy through application their eighth grade year, and are accepted through a lottery selection process.

### **Southwind High School Fine Arts and Music Education (F.A.M.E.) Academy**

The Fine Arts and Music Education (F.A.M.E.) Academy at Southwind High School is comprised of award winning students and faculty in choral and instrumental music, theatre, film, and the visual arts. A commitment to academic excellence and a belief that through the arts, students find lifelong fulfillment is at the core of our teaching philosophy. Students are provided opportunities in instrumental and vocal music, musical theatre, acting, and traditional and digital visual arts. Upon graduation, students will be prepared for post-secondary endeavors and arts related careers. The Fine Arts and Music Education Academy provides different events each year to further student's skills and artistic talents. In order to gain admission to the F.A.M.E. Academy, a student must take a first year arts course in the ninth grade. During the second semester of the ninth grade year, a student will apply to enter the academy through auditions/performance assessments and through a competitive application process. A student is selected based upon the audition/performance assessment score and the strength of his or her application.

## **Graduation Requirements**

Listed below are the Tennessee public high school minimum graduation requirements. Many private and out-of-state colleges and universities have entrance requirements that may exceed these state requirements. **It is the responsibility of the parents and students to contact the college or university that they plan to attend to verify the minimum requirements for admission.**

In 2005, a joint effort between the State Department of Education and the State Board of Education was initiated to review Tennessee high school graduation standards. The result of this effort is the **Tennessee Diploma Project**, which adds rigor and relevance to the academic studies of students in the class of 2013 and beyond.

The difference with the graduation requirements of the TDP and the old state graduation requirements are the following:

1. The number of credits to graduate increases from 20 to 22.
2. All students receive one diploma without the old path system.
3. Students will be required to take a math course each year.
4. Students will complete an elective focus earning no more than 3 credits.
5. Personal Finance will be required of all students.
6. An additional half (.5) credit of physical education is required.

<b>Tennessee Diploma Project Graduation Requirements</b>	
<b>Course</b>	<b>Credits</b>
English	4
Mathematics (Algebra I, Geometry, and Algebra II)	4
Science (must include Biology)	3
United States History	1
World History and Geography	1
Economics	.5
United States Government and Civics	.5
Lifetime Wellness	1.5
Personal Finance	.5
Fine Arts	1
Foreign Language (same language – French, Latin, Spanish)	2
Electives (focus)	3
<b>Total</b>	<b>22</b>

Students must take English and Mathematics each year in high school. Therefore, students taking a physical science and/or honors algebra in the eighth grade must take an additional four units of mathematics and three units of science in high school.

## **Frequently Asked Questions about the Elective Focus**

### **I. Can you change your elective focus after the freshman year?**

Yes, see your counselor for more information.

**2. What are the prerequisites for all courses in the list of “elective focus”?**

There are no prerequisites, simply suggested course sequences. Please see your high school course catalog for additional information.

**3. Does Algebra I or Geometry taken in 8<sup>th</sup> grade count as core credit or an elective credit?**

High School Algebra I or Geometry taken in middle school will count as **elective credit**. These math credits can be used to satisfy the math/science elective focus requirements. Students are still required to take a math course every year of high school.

**Elective Focus Plan of Study**

Elective Focus Choices (3 credits within a specific focus)

**Students may not choose elective courses, which already fulfill chosen core curriculum requirements.**

**❖ EXPLANATION OF FOCUSED PLAN OF STUDY**

**Math and Science:** Each student will take 4 math classes in high school even if they took Algebra I in the 8<sup>th</sup> grade. Each student will take 3 Science classes in high school even if they took Physical Science in 8<sup>th</sup> grade. To have Science and Math as a focus, a student would then choose a combination of 3 or more additional credits from the choices of AP Calculus, Calculus, Pre-Calculus Honors, Advanced Algebra and Trig, AP Statistics, AP Biology, AP Chemistry, AP Physics and Anatomy and Physiology.

**Advanced Placement:** Advanced Placement credits can be earned in AP Art, AP Biology, AP Chemistry, AP Calculus, AP Psychology, AP Statistics, AP Human Geography, AP Spanish, AP French, AP American Government, AP European History and AP Physics. A total of 3 AP credits will satisfy the requirements for this Program of Study.

***In addition, students can select courses from any of the other focused plans of study, which includes any career and technical, fine arts, journalism, mathematics, science, or STEM related areas.***

**Career and Technical (CTE):** Students may earn 3 credits in one of the following technical areas: Agriculture, Banking and Finance, Business Technology, Cosmetology, Culinary Arts, Engineering, Health Science Education, Marketing, and Web Design.

**College Readiness**

**Fine Arts:** Fine Arts credits may be earned in Visual Arts, Performing Arts, or Theater Arts. If a student chooses Fine Arts as a Program of Study, he or she must earn 3 credits in addition to the one (1) credit that is required for every graduate.

**Humanities:** Students will take 3 credits of Social Studies including World Geography or World History, U.S. History, Government and Economics. To have a liberal arts focus, a student would then choose 3 or more additional credits from classes such as Psychology, AP Psychology, Sociology, Facing History and Ourselves, AP Human Geography, AP Comparative Government, Contemporary Issues, Humanities Honors, Etymology and additional Foreign Language above the 2 units required for graduation.

**Journalism:** Journalism credits can be earned in Newspaper, Yearbook and Creative Writing. A total of 3 Journalism credits will satisfy the requirements for this Program of Study. **Students must submit an application and be selected by the sponsor of both the Literary Magazine, Newspaper, or the Yearbook to fully participate in the focused area of study.**

**STEM (Science, Technology, Engineering, and Mathematics):** In order to have a focus major in **STEM**, students must apply to the STEM academy, and take the courses in biomedical technology or engineering to receive a diploma with STEM distinction.

### Advanced Placement Focus

AP Calculus AB  
AP Calculus BC  
AP Statistics  
AP Biology  
AP Chemistry  
AP Environmental Science  
AP Human Geography  
AP European History  
AP Macroeconomics  
AP Psychology  
AP United States History  
AP American Government  
AP World History  
AP French Literature  
AP French Language  
AP Latin Vergil  
AP Spanish Language  
AP Studio Art – Drawing Portfolio  
Dual Enrollment English 12 ^  
Dual Enrollment College Algebra/Elementary Calculus^  
Dual Enrollment Physics

^ Courses are offered through the University of Memphis. Students must meet a minimum ACT score requirement, and gain admission into the University of Memphis.

### College Readiness

#### Fine Arts

Visual Art I, II, III, IV  
Graphic Media  
AP Studio Art Drawing Portfolio  
Instrumental Music (Brass, Color Guard, Percussion, Woodwinds, Varsity Band)  
Vocal Music (Beginning Choir, Concert Choir, Chorale, Women's Choir)  
General Music  
Theater Arts (Introduction to Theater, Acting, Production Workshop, Oral Interpretations of Literature, Introduction to Film and Video, Film and Video II, Advanced Film and Video)

#### Humanities

AP Human Geography  
AP US History  
Creative Writing  
Etymology

Facing History and Ourselves  
Practical Law  
Psychology

#### Journalism

Newspaper (I, II, III, IV)  
Yearbook (I, II, III, IV)

#### STEM Focus

ACT Math Prep  
Advanced Algebra and Trigonometry  
Pre-Calculus (Honors)  
AP Calculus AB  
AP Calculus BC  
AP Statistics  
Biology II  
Environmental Science  
Anatomy and Physiology (Honors)  
Physics (Honors)  
Dual Enrollment  
AP Biology  
AP Chemistry

## ❖ CAREER AND TECHNICAL FOCUSED AREAS OF STUDY

### Business Technology

Advanced Computer Applications  
American Business Legal Systems  
Business Communication  
Business Management  
Business Economics  
Computer Applications  
Virtual Enterprise

### Construction

Fundamentals of Construction  
Structural Systems I  
Structural Systems II  
Construction Practicum

### Cosmetology: Personal Care Services

Principles of Cosmetology  
Design Principles of Cosmetology  
Chemistry of Cosmetology

### Food and Beverage Services

Culinary Arts I  
Culinary Arts II  
Culinary Arts III

### Health Science

Biology II (Honors)  
Anatomy and Physiology  
Forensic Science

### Marketing

Marketing I  
Marketing II  
Introduction to Business and Marketing  
Work Based Learning

### STEM – Agriculture

Agriscience  
Principles of Agricultural Mechanics  
Agricultural Power and Equipment  
Agricultural and Biosystems Engineering

### STEM – Engineering

Principles of Engineering and Technology  
Engineering Design I  
Engineering Design II  
Engineering Design III

### STEM – STEM Education

STEM I: Foundations  
STEM II: Applications  
STEM III: STEM in Context  
STEM IV: Practicum

### Web Design

Information Technology Foundations  
Web Design Foundations  
Web Site Development  
Web Design Practicum

## **ALTERNATIVE CREDIT FOR PHYSICAL EDUCATION**

Students in the Class of 2013 and beyond can fulfill the half credit in Physical Education by participating in a certified district physical activity. The activity must include a minimum of 80 hours of physical activity, and the student must complete the entire season for this activity. The student must also attend 90% of the practices, rehearsals, events, and contests. Most importantly, the student and activity must meet all requirements set forth in SCS School Policy 5025.4, **Alternative Credit for Physical Education**.

## **GRADE CLASSIFICATION FOR STUDENTS**

- *Less than five (5) credits – 9<sup>th</sup> Grade*
- *5 credits and passed English 9 – 10<sup>th</sup> Grade*
- *11 credits and passed English 10 – 11<sup>th</sup> Grade*
- *16 credits and passed English 11 – 12<sup>th</sup> Grade*

## **Final Examinations**

Final examinations are given the last three days before Christmas Break for fall semester, and the last three days before the end of the school in May.

## **Course Advisement**

In the spring semester, you and your parents will have an opportunity to create a **FOUR YEAR PLAN** for all four years of your high school coursework to ensure that you know how to meet your graduation requirements. During this time, you will have one semester of high school grades and teacher recommendations for the appropriate level of academic coursework. In addition, ACT PLAN and the PSAT results can assist you in selecting appropriate classes for your skills, interests, and post-secondary plans.

During the fall and spring of each school year, you and your counselor will create and update a **GRADUATION CHECKLIST** to ensure that you are meeting graduation requirements, and to ensure that you register for the correct courses each year.

## **IT IS NEVER TOO EARLY TO THINK ABOUT COLLEGE!**

It is Southwind's desire (and part of our mission) that students become lifelong learners with the knowledge, skills, and attitudes necessary to compete successfully in a global society. We expect our students to continue their education after high school graduation and indeed to continue it throughout adulthood. Post-secondary education could be a traditional four-year college or university, a two-year (community) college, a technical college or institute, or a vocational program. Other students may choose to enter the world of work or the military service after high school graduation. **With unique post-secondary educational funds through Tennessee Promise and the Hope Scholarship, there is no reason for students not to matriculate to a post-secondary educational opportunity.**

As you choose a focused plan of study, classes, and the level of coursework, please have in mind, your post-secondary plans. The course of study for graduation from Southwind High School is based on minimum **state** requirements. **Many colleges and universities, especially those that are Ivy League or have competitive admission standards, have criteria that exceed these basic requirements. Southwind High School does have a full time College and Career Counselor who can provide guidance with your college and career plans.**

It is your responsibility to become familiar with the requirements and criteria of the college(s) that interest you. Do your homework! Requirements differ not only from college to college, but requirements can vary between courses of study. Requirements may also change from year to year. The best place to find college admission information is directly from the college website. Your school counselor can assist you, but only she knows in the early stages what you plan to do after graduation.



## COURSE CATALOG

## COURSE SELECTION

### General Instructions

**Course selection is a very important process. Please take the time to carefully consider the selection of these courses. After the course selection process is completed, course changes will not be permitted. All students must enroll in sufficient courses to produce six credits per school year. Enrollment in a seventh credit course will be permitted if space allows.**

Here are more guidelines for course selection:

1. Each student must register for a total of 6 (six) credit courses a year; enrollment in a seventh credit course will be permitted if space allows.
2. All course requests are simply requests. If a student registers for a course, it does not mean that a student will be enrolled in that class this fall.
3. Elective courses will only be offered if there is a sufficient enrollment.
4. List your electives in order of preference: “1” for most important; “2” for the next important, and so on.
5. All signatures for classes that require a “teacher’s recommendation,” must be on one of the teacher recommendation sheets.
6. Each student must list (2) alternate choices for their elective courses in case the original choices cannot be scheduled. Be sure to list these alternate selections in the order of preference.
7. Parent signatures must accompany this form and be returned to your English teacher.
8. It is understood that this form represents your requests. No schedule changes will be made that differ from this registration sheet except in cases of improper course level, lack of a prerequisite, or courses completed in the summer school. Changes for any other reason will be made on a space available basis only.

### Add/Drop Policy

The following rules and deadlines shall apply regarding student or parent initiated requests to add or drop a sixth elective course. Required courses cannot be dropped. A request to drop an elective course does not constitute approval to drop that course. Final approval to add or drop will be granted only in very unusual circumstances. The Tennessee Board of Education regulations require that all students be enrolled in courses that will produce at least 5 credits toward graduation each school year (2.5 credits per semester). Therefore, only seventh subject courses can be considered for dropping or adding. No requests to drop a course will be considered 10 days after the first grading period for that course. No requests to add a course will be considered after the tenth day of class for that course.

The faculty and staff of Southwind High School feel that correct placement in courses is paramount to a student’s academic success. Incorrect placement may result in poor performance and frustration for the student. Hence, Southwind High School requires that students receive recommendations for ALL Honors and AP courses selected. We suggest that, if a particular course is not recommended by the student’s teacher, the parents of that student should talk to a Guidance Counselor to discuss the appropriate placement and/or other alternatives.

## BUSINESS EDUCATION AND TECHNOLOGY

**Course Title: Advanced Computer Applications**

**Grade Level: 10, 11, 12**

**Credits: 1**

**Prerequisites: Computer Applications I**

**ADVANCED COMPUTER APPLICATIONS** is a capstone course in which students will learn necessary skills in problem solving using current and emerging integrated technology to include a variety of input technologies in the production of professional quality business documents and presentations. The course focuses on student choice, accountability, and performance. Students increase their employability by working toward the attainment of high-level skills in the areas of integrated software applications, communication skills, ethical issues, human relations, leadership, self-management, and workplace management. Students may choose areas of specialization and achieve industry certification in areas such as word processing, spreadsheet applications, multimedia presentations, schedule and contact management, etc. This course may articulate to post-secondary education.

**Course Title: American Business Legal Systems**

**Grade Level: 9, 10, 11, 12**

**Prerequisites: None**

**AMERICAN BUSINESS LEGAL SYSTEMS**

provides students an understanding of the legal framework in which American business functions. The combination of the free enterprise system in a democratic society at all levels influences one's daily decisions. Students will analyze the alliance between capitalism and democracy and be better prepared to influence the decisions of tomorrow in the public and private sectors of the United States of America

**Course Title: Business Communication**

**Grade Level: 10, 11**

**Prerequisites: None**

**BUSINESS COMMUNICATION** is the study of oral, written, and electronic communications in a global society. This course will also address the use of Web browsers, navigators, search engines, on-line communication methods, home and Web design concepts, transfer of data, downloading files, security procedures and internet navigation tools. Emphasis is placed on electronic research, business report writing, business correspondence, enhancement of oral presentations with electronic media and communications applying current technology.

**Course Title: Business Economics**

**Grade Level: 10, 11, 12**

**Prerequisites: None**

**CREDITS: ½ (one-half)**

**BUSINESS ECONOMICS** provides an in-depth study of fundamental concepts, free enterprise trading

practices and the various players in the economic system. Topics include the production, marketing and distribution of goods and services, as well as the roles of financial institutions, the government and the individual within the free enterprise system and international trade. Students will explore various careers related to the economy.

**Course Title: Business Management**

**Grade Level: 11, 12**

**Prerequisites: None**

**BUSINESS MANAGEMENT** will help students 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, decision-making, personnel, safety, professional development and related careers. By gaining an understanding of these areas, students will be better prepared to enhance the business decisions of tomorrow.

**Course Title: Computer Applications**

**Grade Level: 9, 10**

**Prerequisites: None**

**COMPUTER APPLICATIONS** 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.

**Course Title: Introduction of Business and Marketing**

**Grade Level: 9, 10**

**Prerequisites: None**

**INTRODUCTION TO BUSINESS AND**

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



**Course Title: Entrepreneurship**

**Grade Level: 10, 11**

**Prerequisites: None**

**ENTREPRENEURSHIP** is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue-producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. Upon conclusion of this course, proficient students will be able to articulate, and defend, elements of a full business plan for a new business.

**Course Title: Marketing and Management I**

**Grade Level: 10, 11**

**Prerequisites: None**

**MARKETING AND MANAGEMENT I: PRINCIPLES** focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development. Upon completion of this course, proficient students will understand the economic principles, the marketing mix, and product development and selling strategies.

**Course Title: Marketing and Management II – Advanced Strategies**

**Grade Level: 11, 12**

**Prerequisites: Marketing I**

**MARKETING AND MANAGEMENT II:**

**ADVANCED STRATEGIES** emphasizes the development of decision-making skills so that students understand the impact of management-oriented 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.

**Course Title: Virtual Enterprise International**

**Grade Level: 11, 12**

**Prerequisites: Two years of Business Education Studies**

**VIRTUAL BUSINESS ENTERPRISE** is a simulated marketing environment that involves 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, students will develop and enhance oral and written communication skills through initiative, responsibility and creativity. The course will link learning to application and real life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Laboratory facilities and experiences simulate those found in business and industry.

**Course Title: Work Based Learning**

**Prerequisites: Must be currently enrolled OR have completed Marketing II.**

**Work Based Learning Cooperative** allows a Marketing student to obtain a credit for work experience. The student must complete a total of 360 work credit hours in a marketing related occupation approved by the instructor. Requirements also include written reports every nine weeks, a student journal and evaluation by the employer.

## CAREER AND TECHNICAL EDUCATION

### **CONSTRUCTION/STRUCTURAL SYSTEMS**

**Course Title: Fundamentals of Construction**

**Grade Level: 9, 10**

**Prerequisites: None**

**Credits: 1 (one)**

**FUNDAMENTALS OF CONSTRUCTION** is a foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be

able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an overview of the construction industry and an introduction to building systems and materials. Students will begin compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in their selected program of study.

**Course Title: Structural Systems I**

**Grade Level: 10, 11, 12**

**Prerequisites: Fundamentals of Construction****Credits: 1 (one)**

**STRUCTURAL SYSTEMS I** prepares students for careers in residential and commercial carpentry. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in framing buildings. Students will be able to frame floors, walls, ceilings, roofs, and stairs while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts. Standards in this course also include principles of the construction industry and business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

**Course Title: Structural Systems II****Grade Level: 11, 12****Prerequisites: Structural Systems I****Credits: 2 (two)**

**STRUCTURAL SYSTEMS II** is an advanced-level course that builds on the introductory skills learned in the Fundamentals of Construction and Structural Systems I courses. This course will explore advanced framing, the physics of structural loads, and the coverings and finishes of structural systems. Upon completion of this course, proficient students will be able to install interior and exterior finishing, including roofing, siding, thermal and moisture protection components, drywall, doors, and trim. Throughout the course, students will interpret construction drawings to complete projects, implementing material estimating procedures and safe working practices. Standards in this course also expand on principles of the construction industry and delve deeper into business and project management strategies. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

**PERSONAL CARE SERVICE: COSMETOLOGY****Course Title: Principles of Cosmetology****Grade Level: 10, 11****Prerequisites: None****Credits: 1 (one)**

**PRINCIPLES OF COSMETOLOGY**, which is the first level of cosmetology, prepares students with work-related skills for advancement into the Design Principles of Cosmetology course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Course work and the practical experiences are completed in laboratory facilities, enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and

acquisition of 600 hours, students are eligible to take the Tennessee Board of Cosmetology manicuring examination for a Tennessee Manicure License.

**Course Title: Design Principles of Cosmetology****Grade Level: 11, 12****Prerequisites: Principles of Cosmetology****Credits: 2 (two)**

**DESIGN PRINCIPLES OF COSMETOLOGY**, which is the second level of cosmetology, prepares students for work-related skills and advancement into the Chemistry of Cosmetology course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be

**Course Title: Principles of Cosmetology****Course Title: Chemistry of Cosmetology****Grade Level: 12****Prerequisites: Principles of Cosmetology and Design Principles of Cosmetology****Credits: 2 (two)**

**CHEMISTRY OF COSMETOLOGY**, which is the advanced level of cosmetology, 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. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee State Board of Cosmetology examination for a Tennessee Cosmetology License. Upon completion and acquisition of 600 hours, students are eligible to take the Tennessee State Board of Cosmetology Manicuring License.

**FOOD AND BEVERAGE SERVICE****Course Title: Culinary Arts I****Grade Level: 9, 10****Prerequisites: None****Credits: 1 (one)**

**CULINARY ARTS I** is the first level of Culinary Arts and is designed to help prepare 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.

**Course Title: Culinary Arts II****Grade Level: 9, 10****Prerequisites: Culinary Arts II and Teacher****Recommendation****Credits: 1 (one)**

**CULINARY ARTS II**, which is the second 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 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 simulate commercial food production and service operations, and also offer school-based learning and work-based learning opportunities.

**Course Title: Culinary Arts III**

**Grade Level: 9, 10**

**Prerequisites: Culinary II and Teacher Recommendation**

**Credits: 2 (two)**

**CULINARY ARTS III** is the third level of Culinary Arts, and serves as a capstone course. Students engage in advanced experiences to prepare students for gainful employment and/or entry into postsecondary 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.

## **HEALTH SCIENCE**

Students in this program must take the following courses from the Science Department: Anatomy and Physiology and Biology II. These courses must be taken in the 10<sup>th</sup> or 11<sup>th</sup> grade. The last course that they will take is the following:

**Course Title: Forensic Science**

**Grade Level: 11, 12**

**Prerequisites: Teacher Recommendation**

**Credits: 1 (one)**

**FORENSIC SCIENCE** is an overview of how science is applied to solving crimes. Topics include history of forensic sciences, collecting of evidence, analyzing results and hands-on application of many laboratory techniques used in solving crimes and identifying people and future careers. Jobs include forensic nurses, odontologists, pathologists, psychiatrists, medical examiners/coroners, forensic technicians, toxicologists, wildlife specialists, forensic engineers, accountants, computer specialists, aviation and construction accident investigators, forensic photographers, skull reconstructionist, document and polygraph examiners.

## **WEB DESIGN**

**Course Title: Information Technology Foundations**

**Grade Level: 9, 10**

**Prerequisites: None**

**Credits: 1 (one)**

**INFORMATION TECHNOLOGY FOUNDATIONS**

is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Programming and Software

Development, and Web Design. As a result, students will complete all core standards, as well as standards in two of three focus areas. Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the ITF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

**Course Web Design Foundations**

**Grade Level: 10, 11**

**Prerequisites: Informational Technology Foundations and Algebra I and/or Unified Geometry**

**Credits: 1 (one)**

**WEB DESIGN FOUNDATIONS** is a course that prepares students with work-related web design skills for advancement into postsecondary education and industry. The course is intended to develop fundamental skills in both theory and practical application of the basic web design and development process, project management and teamwork, troubleshooting and problem solving, and interpersonal skill development. Laboratory facilities and experiences simulate those found in the web design and development industry; where interaction with a "client" is indicated in the standards, it is expected that students' peers or the instructor may serve as mock clients in lieu of an actual relationship with an industry partner. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Web Design program of study.

**Course Title: Web Site Development**

**Grade Level: 11, 12**

**Prerequisites: Web Design Foundations**

**Credits: 1 (one)**

**WEB SITE DEVELOPMENT** builds on the skills and knowledge gained in Web Design Foundations to further prepare students for success in the web design and development fields. Emphasis is placed on applying the design process toward projects of increasing sophistication, culminating in the production of a functional, static website. As students work toward this goal, they acquire key skills in coding, project management, basic troubleshooting and validation, and content development and analysis. Artifacts of the work completed in this course will be logged in a student portfolio demonstrating mastery of skills and knowledge. Upon completion of this course, proficient students will be prepared to pursue a variety of postsecondary programs in the computer sciences, sit for industry certification, or apply their skills in a capstone Web Design Practicum.

**Course Title: Web Design Practicum**  
**Grade Level: 11, 12**  
**Prerequisites: Web Site Development**  
**Credits: 1 (one)**

**WEB DESIGN PRACTICUM** is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Web Design courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the Web Design program of study take on

more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and launch of a website. In addition to developing an understanding of the professional and ethical issues encountered by web design professionals in the workplace, students learn to refine their skills in problem solving, troubleshooting, teamwork, marketing and analytics, and project management. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in web design.

## ENGLISH LANGUAGE ARTS

### **NINTH GRADE**

ENGLISH NINE allots time to literature, writing, grammar, and vocabulary development with special emphasis determined by student needs on three different levels. English Nine is required of all ninth-grade students. The class meets one hour per day, five days per week. Students who successfully complete the course receive one credit. This course is one of the four credits in English required for graduation. There is an end-of-course exam in 9th grade English. **A SUMMER READING ASSIGNMENT IS REQUIRED FOR ALL LEVELS.**

Ninth grade levels are:

**Course Title: English I (Standard)**  
**Grade Level: 9**  
**Prerequisites: None**  
**Credits: 1 (one)**

**ENGLISH I (STANDARD)** is for students who are working at grade level. Emphasis is placed on mastering basic grammar skills and using these grammar skills in writing and speaking. Analysis of novels and various other genres, vocabulary building, grammar and basic research skills are integral parts of this course.

**Course Title: English as a Second Language (Beginning)**  
**Grade Level: First year in ESL**  
**Prerequisites: This course is for students with limited English proficiency, whose parents have permanently relocated to the United States.**  
**Credits: 1 (one) — May be repeated one year for one additional credit.**

**ENGLISH AS A SECOND LANGUAGE** is designed and conducted to meet the communicative needs of daily living. The areas of instruction include reading, listening, thinking, and oral and written communication. Instruction focuses on the development of skills in the area of grammar, literature, spelling, hand writing, creative writing, listening and thinking. Correlation of Language Arts with other subject areas is also integral to this class.

**Course Title: English I (Honors)**

**Grade Level: 9**  
**Prerequisites: Student application, teacher recommendation and assessment criteria (see below).**

**Credits: 1 (one)**  
**ENGLISH I (HONORS)** is for students who have maintained a “93” average in 8th English classes. Emphasis is placed on literature, writing, and vocabulary. Analysis of novels, group work and presentation of research material are included. Less “in-class” grammar and more individual work is done. Recommendation of eighth grade teacher is required in order to enroll in this class. Additionally, these students are expected to present an advanced score on the 8th grade TN READY in reading and language. Summer reading work is required. See English instructor or Guidance.

**Course Title: C.L.U.E. English I (Intellectually Gifted)**  
**Grade Level: 9**  
**Prerequisites: Professionally administered testing that designates student as gifted.**  
**Credits: 1 (one)**

**C.L.U.E. ENGLISH I (INTELLECTUALLY GIFTED)** is English I for students identified as intellectually gifted through the Department of Exceptional Children.

### **TENTH GRADE**

A student must have pre-requisite credit in English I before taking English II. English II is required of all tenth grade students. Classes meet one hour per day, five days per week. Students who successfully complete the course receive one credit. Students who are failing English II at the end of 1st semester will automatically repeat 1st semester during the second semester. Second semester English II may be taken in summer school or the following year. This credit is one of four credits in English required for graduation. **A SUMMER READING ASSIGNMENT IS REQUIRED FOR ALL LEVELS.**

Tenth grade levels are:

**Course Title: English II (Standard)**

**Grade Level: 10**

**Prerequisites: English I**

**Credits: 1 (one)**

**ENGLISH II (STANDARD)** is for students who function on grade level in writing skills, basic grammar usage, and reading. World literature is taught. In addition, students are given a concentrated course in composition, research writing, usage, spelling, and mechanics.

**Course Title: English as a Second Language (Intermediate)**

**Grade Level: Second year in ESL**

**Prerequisites: This course is for students with limited English proficiency, whose parents have permanently relocated to the United States.**

**Credits: 1 (one)**

**ENGLISH AS A SECOND LANGUAGE** is designed and conducted to help meet the communicative needs of daily living. The areas of instruction include reading, listening, thinking, and oral and written communication. Instruction focuses on the development of skills in the area of grammar, literature, spelling, handwriting, creative writing, listening and thinking. Correlation of Language Arts with other subject areas is also integral to this class.

**Course Title: English II (Honors)**

**Grade Level: 10**

**Prerequisites: English I, application of student, and teacher recommendation.**

**Credits: 1 (one)**

**ENGLISH II (HONORS)** is designed to meet the needs of students who have mastered writing and grammar skills at grade level and above. Great emphasis is placed on vocabulary development, composition, and interpretation of world literature. Students will learn to write a documented research paper. Outside reading is required. Note: The student must be recommended by the previous English teacher and have at least a "90" average in Honors English 9 or an "A" average in Regular English 9. Summer reading work is required. See English instructor or Guidance.

**ELEVENTH GRADE**

English III is required of all eleventh-grade students. Prerequisites are English I and II. The class meets one hour per day, five days per week. Students who successfully complete the course receive one credit. This credit is one of the four credits in English required for graduation. **A SUMMER READING ASSIGNMENT IS REQUIRED FOR ALL LEVELS.** Eleventh grade levels are:

**Course Title: ESL V (Advanced)**

**Grade Level: 11**

**Prerequisites: Must have taken and passed ESL I (Beginning) and ESL III (Intermediate), and must be enrolled in English 9.**

**Credits: 1 (one)**

**ESL V (ADVANCED)** is designed for students at advanced level of proficiency who can handle most personal, social and academic language. Idioms and structure are frequently still problematic. Complicated literacy and academic texts may require use of a dictionary when the language and context are unfamiliar. The ESL curricular focus is based on literacy skills necessary for success in a grade level classroom. In this course ELL students will develop the necessary listening, speaking, reading, and writing skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

**Course Title: English III (Standard)**

**Grade Level: 11**

**Prerequisites: English II**

**Credits: 1 (one)**

**ENGLISH III (STANDARD)** is designed for students who are functioning on their grade level. English III is a survey course in American Literature including concentration on grammatical and writing skills of grade level. Great emphasis is placed upon persuasive composition, vocabulary, and interpretation of American literature. A research paper and outside reading are required in this course.

**Course Title: English III (Honors)**

**Grade Level: 11**

**Prerequisites: Honors English II and recommendation of current English teacher.**

**Credits: 1 (one)**

**ENGLISH III HONORS** gives students the experience of writing several essays that are at least 1,000 words in length and that are taken through a process of drafting, response by peers and/or teacher, and revision. Literature is included to facilitate the scrutiny of linguistic and rhetorical choices, not primarily to study literary elements. Both the reading and the writing are used to play upon interaction between authorial purpose, audience needs, the subject itself, generic convention, and the resources of language: syntax, word choice, tone. Summer reading work is required. See English instructor or Guidance.

**COURSE RECOMMENDATIONS:**

- **Recommendation by the student's sophomore English teacher.**
- **A minimum "90" average in 10th grade Honors English.**
- **Commitment to adhere to a demanding homework schedule.**

**TWELFTH GRADE**

English Twelve is required of all twelfth-grade students. Standard English, Dual, English, and Honors English fulfill the requirement for the fourth year of English. **A**

## **SUMMER READING ASSIGNMENT IS REQUIRED FOR ALL LEVELS.**

### **Course Title: English IV (Standard)**

**Grade Level: 12**

**Prerequisites: English III**

**Credits: 1 (one)**

**ENGLISH IV (STANDARD)** is designed for students who are functioning at grade level. This course presents British literature from early writing through modern literature. There is emphasis on composition, vocabulary development, and research paper writing. Students are held responsible for all basic grammar skills taught in grade 9-11.

### **Course English IV (Honors)**

**Grade Level: 12**

**Prerequisites: English III (Honors)**

**Credit: 1 (one)**

**ENGLISH IV (HONORS)** gives students the experience of writing several essays that are at least 1,000 words in length and that are taken through a process of drafting, response by peers and/or teacher, and revision. Literature is included to facilitate the scrutiny of linguistic and rhetorical choices, not primarily to study literary elements. Both the reading and the writing are used to play upon interaction between authorial purpose, audience needs, the subject itself, generic convention, and the resources of language: syntax, word choice, tone. Summer reading work is required. See English instructor or Guidance.

### **COURSE RECOMMENDATIONS:**

- **Recommendation by the student's sophomore English teacher.**
- **A minimum "90" average in 10th grade Honors English.**
- **Commitment to adhere to a demanding homework schedule.**

### **Course Title: Dual Enrollment English IV**

**Grade Level: 12**

**Prerequisites: Students must make a 19 composite on the ACT, a 18 ACT English sub-score, and have a 100 index score to meet the requirements for admission to the University of Memphis. The students must have a teacher recommendation.**

**Credits: 1 (one)**

**English IV Dual Enrollment** gives students the experience of gaining 12th grade English credit and 2 semesters of college credit at the same time (through the University of Memphis). There are fees and book costs associated with this class. This is a Tennessee Board of Regents credit and the college course, and the college course descriptions are below:

ENGL 1010. English Composition. (3). (1101). Practice in

expository writing with emphasis on content, organization, and style (levels of usage and sentence structure) for different purposes and audiences.

ENGL 1020. English Composition and Analysis. (3). (1102). Practice in expository writing that synthesizes ideas from various readings. Includes library work and production of documented papers. There are costs and applications associated with this course. See your Guidance counselor for details.

## **ENGLISH ELECTIVE COURSES**

### **Course Title: ESL VI (Transitional)**

**Grade Level: 9, 10, 11, 12**

**Prerequisites: Must receive language learner accommodations.**

**Credits: 1 (one)**

**ESL VI (TRANSITIONAL)** is designed to provide English language instruction for ELL students who are able to function on an advanced level in both oral and written English but are still experiencing difficulties in achieving necessary English requirements for graduation. Students in this course will develop skills in listening, speaking, reading, and writing that will enable them to be successful in the mainstream classroom. Normally this course is taken in conjunction with a regular English class. ESL VI (Transitional) may not be applied toward English requirements for graduation but may be used toward elective credits.

### **Course Title: Mythology**

**Grade Level: 10, 11, 12**

**Prerequisites: None**

**Credits: 1/2 (one-half)**

**MYTHOLOGY** is a one semester elective course that focuses primarily on Greek and Roman myths. Students study stories of the gods and heroes and analyze the values and beliefs those stories convey. Students will learn about the myths in various ways, including reading primary sources that may include epic poems such as the Iliad and the Odyssey and plays such as the Oresteia and Medea. Students will learn the appropriate names and terms important to the study of mythology. Students will examine how mythical allusions, archetypes, and themes enrich literature, art, and film and pervade culture.

### **Course Title: Journalism- Newspaper**

**Grade Level: 10, 11, 12**

**Prerequisites: Permission of instructor, a "B" average in English, satisfactory conduct grades, satisfactory attendance, strong writing skills, and the recommendation of current English teacher. Students must complete an application and submit a writing sample.**

**Credits: 1 (one)**

**NEWSPAPER PRODUCTION** is a full year course responsible for producing the school newspaper, The

JAGUAR SENTINEL. Students in this class will be responsible for researching and writing the stories, doing page layout on computer using Desktop Publishing software, taking and editing photographs, and selling and designing ads for the paper. Strong writing skills are needed plus the ability to meet deadlines and handle responsibility.

**Course Title: Etymology**

**Grade Level: 10, 11, 12**

**Prerequisites: None**

**Credits: 1/2 (one-half)**

**ETYMOLOGY** is designed to instruct students to recognize Latin and Greek word elements thereby making the knowledge of them an effective tool for increasing vocabulary. The student is expected to be able to analyze words fully and to define them. Students will also become familiar with the general patterns of semantic change and will gain some insight into patterns of human thought by studying word changes that reflect something of the history of ideas. An average of 86 in English is recommended.

**Course Title: Creative Writing**

**Grade Level: 10, 11, 12**

**Prerequisites: Students need a strong interest in writing—fiction, non-fiction, poetry. Strong experience in reading contemporary American poetry and fiction is highly recommended**

**Credits: 1 (one)**

**CREATIVE WRITING** is an elective course for students who want to improve their experience and skills in writing. It is an experiential writing course designed to enhance creative thinking, reflection and dialogue in several genres of writing. Students planning to enroll in this course certainly should have mastered basic grammar skills. A finished short story and a poetry portfolio are required at the completion of this course.

Students who enroll are expected to meet deadlines.

**Course Title: Journalism- Annual**

**Grade Level: 11, 12**

**Prerequisites: An application and staff requirements must be met before students are allowed to sign up for this course. Permission of instructor, a completed application signed by the student and parents, two faculty recommendations, "B" overall average in English, satisfactory conduct, satisfactory attendance record, basic computer knowledge, and strong writing skills.**

**Credits: 1 (one)**

**YEARBOOK PRODUCTION** produces the school's award winning yearbook. Students write copy, create page layouts, use desktop publishing, meet deadlines, and handle responsibility. Sale and design of a minimum of \$400.00 worth of ads are required. Homework assignments must be completed on using the publishing company's desktop publishing software. Students are required to stay after school with and without prior notice for success as a high school.

**Reading in the Content Area**

**Prerequisites: None**

**Grade Level 9**

**Credit: .5**

**READING IN THE CONTENT AREA** students will learn, practice, and internalize strategies that are essential lifelong learning skills for reading, writing, understanding, and interpreting content specific tests. This course may be used as a End of Course Test intervention if the identified weakness of the student is reading comprehension. **THIS COURSE IS NOT REQUIRED FOR GRADUATION.**

## FINE ARTS

### **CHORAL MUSIC**

**Course Title: Beginning Choir**

**Prerequisite: Rising 8<sup>th</sup> Graders Only; Audition**

**Grade Level 9**

**Credit: 1**

**BEGINNING CHOIR** is a performance class/ensemble for ninth grade students who wish to develop their vocal skills and compete in festivals, audition for all-region and all-state choir, and perform more often. More time is required for after-school practices and performances.

**AN AUDITION IS REQUIRED FOR THIS COURSE.**

**Course Title: Concert Choir**

**Grade Level: 10, 11, 12**

**Prerequisites: Beginning Choir and instructor's permission**

**Credits: 1 (one)**

**CONCERT CHOIR** provides a continuation of musical growth while offering a "large-group" experience to the student. The repertoire is selected from a variety of representative composers of each historical period.

Traditional and contemporary composers are utilized.

Students are required to perform in two concerts and, additionally, sing at community events throughout the Mid-South area. They are also required to purchase the appropriate uniform for these performances. After-school practices are decided according to need.

**Course Title: Women's Choir**

**Grade Level: 10, 11, 12**

**Prerequisites: Chorus and instructor's permission**

**Credits: 1 (one)**

**WOMEN'S CHOIR** is an advanced performance group

structured along the same lines as the Concert Choir. This group specializes in literature for women's voices. Students are required to perform in two concerts a year and to purchase the appropriate uniform for these performances. After school rehearsals are decided according to need.

**Course Title: Chamber Singers, Chamber Singers Honors**

**Grade Level: 10, 11, 12**

**Prerequisites: Instructor's permission and audition**

**Credits: 1 (one)**

**CHAMBER SINGERS**, for students with advanced vocal skills or unique talents, affords participation in a "small group" experience. Music selected for this group is generally chamber-type. Students are required to audition for All-West/All-State as well as participate in all festivals, competitions and concerts throughout the year. After school rehearsals are decided according to need. Students are required to purchase formal attire for the performances of this group.

## **INSTRUMENTAL MUSIC**

**Course Title: Color Guard**

**Prerequisite: Audition Only**

**Grade Level 9-12**

**Credit: .5**

This course functions as a visual ensemble part of the Marching Band program during the fall semester. Students learn marching skills, rhythm patterns, beginning music theory, and dance fundamentals. Flags, rifles, and other equipment are used to accent the musical portion of the fall marching show. The color guard performs at football games, parades, and marching competitions. After school hours, weekend hours, and summer hours are required for participation. **YOU MUST AUDITION IN THE SPRING EACH YEAR FOR THIS COURSE.**

**Course Title: Beginner Band**

**Prerequisite: Teacher Recommendation**

**Grade Level 9-11**

**Credit: 1**

This course is designed to advance the student toward an accepted level of proficiency on his/her instrument through the use of fundamental exercises. Some after school and weekend hours are required, and students sometimes spend more than one year at this level.

**YOU MUST AUDITION IN THE SPRING EACH YEAR FOR THIS COURSE.**

**Course Title: Percussion**

**Prerequisite: Teacher Recommendation**

**Grade Level 9-12**

**Credit: 1**

This course is designed to advance students toward an accepted level of proficiency on their instrument through

the use of fundamental exercise. Some after school and weekend hours are required, and students sometimes spend more than one year at this level.

**Course Title: Senior Band**

**Grade Level: 10, 11, 12**

**Prerequisites: Beginning Band**

**Credits: 1 (one)**

This course includes both marching concert performance. The band performs at football games, parades, marching competitions, and other activities throughout the year. Music theory, history, and composition are included in the Varsity Band curriculum

**Course Title: Varsity Band III Honors**

**Grade Level: 10, 11, 12**

**Prerequisites: Audition**

**Credits: 1 (one)**

This course includes both marching concert performance. The band performs at football games, parades, marching competitions, and other activities throughout the year. Music theory, history, and composition are included in the Varsity Band curriculum. Members of All-West, All-State, and Jazz ensembles are selected from the Varsity membership. Solo and ensemble festivals, concert festivals, and Spring trips are also part of the Varsity Band experience required for all phases of Varsity Band performance.

## **THEATER ARTS**

**Course Title: Introduction to Film and Video**

**Credit: 1**

**Prerequisite: None**

**Grade Level 9-12**

**INTRO TO FILM & VIDEO** examines the areas of film and television production from historical, theoretical, and practical applications. The studies of film as literature and film evaluations are emphasized. Students receive hands-on instruction with film and video equipment. Written and oral critiques are required for each unit of film study. Co-curricular and after-school activities are a required part of evaluation.

**Course Title: Introduction to Theater Arts II (Film and Video)**

**Grade Level: 10, 11, 12**

**Prerequisites: Introduction to Film & Video and permission of Instructor**

**Credits: 1 (one)**

**THEATRE ARTS II: FILM AND VIDEO** provides the student with advanced concepts in film & video techniques as well as beginning practical explorations in television production settings. Film and Video as art, the video documentary, electronic news gathering techniques, and studio and remote production work are among the areas examined in the course of study. This course requires outside written film critiques at local movie theatres. The class is performance oriented but



also requires written and analytical work. Co-curricular after-school activities are required for this course.

**Course Title: Theatre Arts: Advanced Film and Video**

**Grade Level: 11,12**

**Prerequisites: Introduction to Film and Video, Film and Video II or Production Workshop, and the permission of the instructor; must be currently enrolled in Theatre Arts: Production Workshop.**

**Credits: 1 (one)**

**THEATRE ARTS: ADVANCED FILM AND VIDEO** is designed for production oriented television students. The class offers a laboratory setting that allows students to work in a practical television environment. Students produce and direct a number of cable television productions each week as a part of the course of study. The class requires extensive after school and weekend hours and is strictly performance-based. Students are evaluated on a grade contract basis.

**Course Title: Theatre Arts: Production Workshop (TV)**

**Grade Level: 10, 11,12**

**Prerequisites: Any combination of two Theatre or Communication Arts classes and permission of the instructor**

**Credits: 1 (one)**

**THEATRE ARTS: PRODUCTION WORKSHOP (TV)** provides a workshop setting for students who desire to learn advanced techniques and gain practical experience in all phases of theatre, T.V. production, and forensic activities. This course requires extensive after-class hours and weekend hours and is strictly performance-oriented. An individual course of study is prepared for each student. Co-curricular after-school activities are a required for this course.

**Course Title: Introduction to Theater**

**Credit: 1**

**Prerequisite: None**

**Grade Level 9-12**

**INTRO TO THEATER** offers the student a broad overview of the theatre world, with particular attention paid to theatre production, theatre history, technical theatre, theatre evaluation, and comparative media. This course also includes introductory approaches to improvisational acting techniques, acting styles, methodology, and scene study. As part of the course of study, students are required to critique live theatrical performances in the Memphis area. After-school and weekend hours devoted to the SHS Fine Arts Department are required.

**Course Title: Theatre Arts: Acting**

**Grade Level: 10,11,12**

**Prerequisites: Introduction to Theatre and/or**

**permission of instructor**

**Credits: 1 (one)**

**THEATRE ARTS: ACTING** is designed for the performance-oriented student. It examines practical and theoretical approaches to performance including improvisational acting, acting styles, acting methodology, movement, voice and scene study. Playwriting and elementary directing techniques are included in this course of study. Serious attention is given to theatre aesthetics and theatre evaluation. Students are required to critique live theatrical presentations in the greater Memphis area. After-school and weekend hours devoted to the SHS Fine Arts Department are required.

**Course Title: Oral Interpretations of Literature**

**Grade Level: 11,12**

**Prerequisites: Acting and/or permission of instructor**

**Credits: 1 (one)**

**ORAL INTERPRETATION OF LITERATURE**

includes the study of three basic forms of literature – prose, poetry, and drama. As students study elements of style, tone, character, and point of views they interpret dramatic works and create improvisational performances of original works.

**Course Title: Theater Production Workshop**

**Grade Level: 12**

**Prerequisites: Acting, Oral Interpretation, and/or permission of instructor**

**Credits: 1 (one)**

**THEATER PRODUCTION WORKSHOP** is an advanced level course for students who want a deeper knowledge of theatre. The first semester focuses on the fundamentals of playwriting, as students work on teams to write an original play. The second semester concentrates on producing an original play, which is a collaborative effort with other fine art groups at the school.

**VISUAL ARTS**

**Course Title: Art I (Introduction to Art)**

**Prerequisite: Students must have drawing and art skills to take this course.**

**Grade Level 9-12**

**Credit: 1**

**ART I** is designed to give the beginning art student a strong foundation in art fundamentals with an emphasis on two and three-dimensional drawing, painting, art history, and design projects. Two-dimensional projects include pencil, watercolor, oil pastels, and ink media. Three-dimensional projects include clay, glazes, stains, and mixed media. **Supplies and a fee are required. THIS COURSE IS NOT LIKE THE EIGHTH GRADE MAPS COURSE; ONLY SERIOUS ART STUDENTS SHOULD APPLY.**

**Course Title: Visual Art II / Visual Art II Honors**

**Grade Level: 10, 11, 12**

**Prerequisites: Art I with permission by the Art I instructor and portfolio assessment. This advanced level course is not recommended for students earning less than a strong “B” average in Art I. Portfolio review for new SHS students for correct placement is required.**

**Credits: 1 (one)**

**VISUAL ART II (Intermediate Art)**, a full credit course, provides in-depth development of skills with emphasis on the student’s personal approach. Art history is integral to all art courses. Traditional and contemporary styles are explored to develop individual expression. Areas explored may include drawing, painting, sculpture, silkscreen and printing. Note: All supplies must be purchased.

**Course Title: Visual Art III Honors**

**Grade Level: 11, 12**

**Prerequisites: Art I, Art II and the permission of the Art II instructor. This advanced level course is not recommended for students earning less than a strong ‘B’ plus average in Art II. Portfolio review for new GHS students to ensure correct placement is required.**

**Credits: 1 (one)**

**ART III (Adv. Art)** is a full-credit, advance-level continuation of drawing and painting with emphasis on techniques, composition and color. Students explore multi-media approaches to assigned problems. The program may incorporate set design and execution, program and poster design and mural painting. Note: All supplies must be purchased.

**Course Title: Visual Art IV Honors**

**Grade Level: 12**

**Prerequisites: Art I, Art II, Art III and permission of the Art III instructor. This advanced level course is not recommended for students earning less than a strong ‘A’ average in Art III. Portfolio review for new GHS students to ensure proper placement is required.**

**Credits: 1 (one)**

**ART IV (Sr. Studies)** is a full-credit course for in-depth specialization, includes individual study, exhibits and portfolio preparation. Inter-departmental and community involvement is encouraged. Note: All supplies must be purchased.

**Course Title: Advanced Placement Studio Art (Drawing Portfolio)**

**Grade Level: 12**

**Prerequisites: Art III, portfolio review, and AP rubric required for all applicants. (see page 53)**

**Credits: 1 (one)**

**ADVANCED PLACEMENT STUDIO ART**

**(Drawing Portfolio)** is a specific course of study prepared by The College Board. It parallels specialized drawing curriculums and programs in college and university art departments and in art schools. Two major areas of drawing are emphasized: perceptual and conceptual. Students will be required to use a variety of media in the course and will be required to complete an extensive drawing portfolio. The portfolio is evaluated for advanced placement credit. The course is designed for the student who is seriously interested in the practice of art. Note: See Appendix for information regarding AP course and AP examination. All supplies and slides must be purchased. All students enrolled in AP courses are expected to take the AP exam. Summer work is required. See AP art instructor or Guidance. AP rubric must be met to enroll in this class.

## MATHEMATICS

**Course Title: ACT Prep (Math)**

**Grade Level: 10, 11, 12**

**Prerequisites: None**

**Credit: 1/2**

**ACT PREP (MATH)** is a course designed to improve the overall Composite ACT score with emphasis on the Math and Science subtest. The student may need to improve the score to 18, 21, or to reach scholarship levels such as 27-30. Composite test scores of 30 or single subtests (2) of 30 are valued with membership in the 30+ club.

**Course Title: Advanced Algebra and Trigonometry**

**Grade Level: 11, 12**

**Prerequisites: Algebra II,**

**Credits: 1 (one)**

**ADVANCED ALGEBRA AND TRIGONOMETRY**

requires a prerequisite of Algebra II. Focuses on pulling together previous math courses with an emphasis on analyzing functions including trigonometric functions. Use of graphing calculators will be integral to the course. A student cannot receive math credit for Pre-Calculus Honors and Advanced Algebra and Trigonometry (must choose one or the other).

**Course Title: Algebra I**

**Prerequisites: None**

**Grade Level 9-12**

**Credits: 1**

**ALGEBRA I** is an introduction to the fundamental concepts of operations involving numbers and variables including polynomials, exponents, radicals, linear and quadratic equations. 8th grade math teachers may recommend co-enrollment in Integrated Math to

supplement this class. The Algebra I End-of-Course test is required.

**Course Title: Algebra IA**

**Prerequisites: Must Meet DEC Requirements**

**Grade Level 9**

**Credits: 1**

**Algebra IA** focuses primarily on linear relationships. Investigations will include an emphasis on the algebraic manipulation of linear expressions, equations, and inequalities; on systems of linear equations and recursive linear patterns; and representing linear equations, including graphing, transformations, and modeling with linear functions. Algebra IA will include a review of operations with rational and real numbers and a focus on linear relationships based on data. Problem solving skills play a major role in the course, and students will learn how to apply data collected from real world situations. Completion of Algebra IA will prepare students for continuing in the mathematics curriculum to Algebra IB as well as for the Washington state assessments in mathematics.

**Course Title: Algebra I (Honors)**

**Prerequisites:** For students entering 9th grade

**Grade Level 9**

**Credits: 1**

**Algebra I (Honors)** is designed for 9th grade students with who possess an excellent background in mathematics, who have taken enriched or accelerated 8th grade math, and who want a more challenging approach to Algebra I. More emphasis will be placed on understanding and using the different sets of real numbers; on developing the concepts of functions; on establishing connections between graphs, equations, and numerical patterns; and on solving a greater variety of problems.

**Course Title: Algebra II**

**Grade Level: 10, 11, 12**

**Prerequisites: Algebra I**

**Credits: 1 (one)**

**ALGEBRA II** is a rigorous course that reviews Algebra I and covers units in linear programming, functions, conic sections, systems of equations and inequalities, matrices, progressions and series, logarithms, trigonometric functions, elementary identities, combinations, permutations, probability, and elementary statistics.

**Course Title: Algebra II (Honors)**

**Grade Level: 10, 11**

**Prerequisites: Application of student and the recommendation of current math teacher; suggested at least a "93" average in BOTH Algebra I and Geometry or a "90" average in Honors Algebra I AND Honors Geometry.**

**Credits: 1 (one)**

**ALGEBRA II (HONORS)** is designed for students

who have mastered both Algebra I and Geometry skills and desire a more challenging approach to Algebra II.

**Course Title: Bridge Math**

**Grade Level: 12**

**Prerequisites: Algebra I, Geometry, Algebra II; ACT MATH sub-score 16 or below**

**Credit: 1**

Bridge Mathematics course is designed for students who have not scored a 19 or higher on the ACT by the beginning of the senior year.

Bridge Math is organized into groups of mathematical skills required in order to prepare a student for college level mathematics. These skills should be developed in an environment that goes beyond skill and drill techniques and the course should involve application of previous skills learned and the integration of technology and problem solving.

**Course Title: Bridge Math (SAILS)**

**Grade Level: 12**

**Prerequisites: Algebra I, Geometry, Algebra II**

**Credit: 1**

Bridge Mathematics course is designed for students who have not scored a 19 or higher on the ACT by the beginning of the senior year.

Bridge Math is organized into groups of mathematical skills required in order to prepare a student for college level mathematics. These skills should be developed in an environment that goes beyond skill and drill techniques and the course should involve application of previous skills learned and the integration of technology and problem solving. **Course is offered through Southwest Tennessee Community College, and students must apply for admission to Southwest TN Community College to take the course. Students must have a 3.0 GPA and score a 16-18 on the math section of the ACT.**

**Course Title: Dual Enrollment College Algebra**

**Grade Level: 12**

**Prerequisites: Students must make a 19 composite on the ACT, a 19 ACT math sub-score, and have a 100 index score to meet the requirements for admission to the University of Memphis. The students must have a teacher recommendation.**

**Credit: 1 (Fall Semester)**

**DUAL ENROLLMENT COLLEGE ALGEBRA**

focuses on the analysis of functions (linear, quadratic, polynomial, root, rational, exponential, logarithmic) using graphing calculators; partial fractions; synthetic division; conic sections; theory of equations; inequalities; applications. This course is an Honors level course, and will receive Honors level quality points towards the GPA.

**Course Title: AP Calculus (AB)**

**Grade Level: 11, 12**

**Prerequisites: Students must have receive a “B” average or better in Pre-Calculus (Honors)**

**Credit: 1**

AP Calculus AB is a full year of academic work that is comparable to college and university calculus courses. Before enrolling in AP Calculus AB, students should be familiar with the properties, language, and graphs of functions, particularly those that are linear, polynomial, rational, exponential, logarithmic, and trigonometric. The scope of AP Calculus AB includes the study of derivatives, integrals, differential equations, limits, approximations, slope fields, applications, and modeling. These topics are developed using the functions described in the Prerequisite(s). **Note: All students enrolled in an AP course are expected to take the course’s AP exam.**

**Course Title: Dual Enrollment Elementary Calculus**

**Grade Level: 12**

**Prerequisites: Students must make a 19 composite on the ACT, a 19 ACT math sub-score, and have a 100 index score to meet the requirements for admission to the University of Memphis. The students must have a teacher recommendation. The student must have passed and met the college credit requirement for DE College Algebra.**

**Credit: 1 (Spring Semester)**

**DUAL ENROLLMENT ELEMENTARY**

**CALCULUS** is an Introduction to concepts and methods of elementary calculus of one real variable as related to rational, exponential, and logarithmic functions; nature of derivatives; differentiation; application of derivative; nature of integration: definite integral; applications of definite integral. This course is a Dual Enrollment/Advanced Placement level course, and will receive the quality points assigned to a dual enrollment course or advanced placement course.

**Course Title: Pre-Calculus (Honors)**

**Grade Level: 11, 12**

**Prerequisites: Application of the student and the recommendation of the current math teacher; a “93” average in Algebra II OR a “90” average in Algebra II (Honors) is suggested.**

**Credits: 1 (one)**

**PRE-CALCULUS (HONORS)** is designed for those

students who want a more challenging approach to Pre-Calculus. Typically, these students will be planning to take AP Calculus in high school. A student cannot receive math credit for Pre-Calculus Honors and Advanced Algebra and Trigonometry (must choose one or the other).

**Course Title: Statistics**

**Grade Level: 11, 12**

**Prerequisites: Algebra I, Geometry, Algebra II**

**Credit: 1 (one)**

**STATISTICS** provides fourth-year mathematics students, who do not enroll in Pre-calculus, with an advanced mathematics course that focuses on the study of representing, describing, and analyzing data. Statistical experiments to develop an understanding of bias in sampling, the Law of Large Numbers, the probability of independent events, and conditional probability are included in this course. Students will design and conduct their own statistical experiments and interpret and communicate the outcomes. Instruction in Statistics consolidates and extends methods of exploratory data analysis developed in prior mathematics courses.

**Course Title: Unified Geometry**

**Grade Level: 9, 10, 11, 12**

**Prerequisites: Algebra I**

**Credits: 1 (one)**

**UNIFIED GEOMETRY** stresses both the basic structure of geometry and proficiency in developing proofs. It is a study of plain and solid Euclidean geometry including points, lines, planes, angles, geometric figures, and coordinate geometry. Students from Algebra I with a “76” or below average may be sequenced to Algebra II, then Geometry.

**Unified Geometry (Honors)**

**Prerequisites:** Application of student and recommendation of current math teacher. A “B” average in 8<sup>th</sup> grade Algebra I is recommended.

**Grade Level 9-10**

**Credits: 1**

Unified Geometry (Honors) is designed for the advanced math student. Students taking this course should have strong critical thinking and analytical skills. Problem solving and synthesization of material are where students will be challenged

## PHYSICAL EDUCATION

**Lifetime Wellness**

**Prerequisite: None**

**Grade Level 9-12**

**Credit: 1**

**LIFETIME WELLNESS** is a one-year continuous course that enables students to understand lifelong health and wellness

practices and issues. The course also provides students with the opportunity to participate in fitness activities, and individual and dual sports. No other class can substitute for Lifetime Wellness. **This course is mandatory for all ninth students.**

**Course Title: Lifetime Sports**  
**Grade Level: 10,11,12**  
**Prerequisites: Lifetime Wellness**  
**Credits: 1/2 (one-half)**

**LIFETIME SPORTS** is a lifetime physical fitness class is open to all sophomore, junior, and senior students who wish to learn how to achieve and maintain total physical fitness.

**Course Title: Recreational Games**  
**Grade Level: 10, 11, 12**  
**Prerequisites: Lifetime Wellness**  
**Credits: 1/2 (one-half)**

**RECREATIONAL GAMES** is designed to provide sophomores, juniors, and senior students with basic knowledge of rules, techniques, and strategies of various recreational activities and games. The student will have an opportunity to

participate in these activities and develop personal skills that are essential to the sport.

**Course Title: Fitness and Conditioning I**  
**Grade Level: 10, 11, 12**  
**Prerequisites: Lifetime Wellness**  
**Credits: 1/2 (one-half)**

**FITNESS AND CONDITIONING I** focuses on recognizing and establishing behavioral factors leading to the development of total fitness. Assessing individual health related components of fitness and designing a personal fitness plan will be the focus. Emphasis will be placed on the concepts of physical fitness, nutrition, weight control, and aerobic/anaerobic activities.

## SCIENCE

**Course Title: Anatomy and Physiology I (Honors)**  
**Grade Level: 11, 12**  
**Prerequisites: A "B" average in Honors Biology and Honors Chemistry OR an "A" average in Biology I (Standard) and Chemistry I (Standard)**  
**Credits: 1 (one)**

**HUMAN ANATOMY AND PHYSIOLOGY** is a study of the structure and function of the various systems of the human body. Emphasis will be on the major systems and how they coordinate activities to maintain a healthy body.

**Course Title: Biology IA**  
**Prerequisites: Meet DEC Requirements**  
**Grade: 9**  
**Credit: 1 (one)**

**BIOLOGY IA** is a laboratory course that focuses on fundamental biological principles. Students explore biological concepts in the context of cells, flow of matter and energy, heredity, and biodiversity and change. This course satisfies the prerequisite for Biology B.

**Course Title: Biology IB**  
**Prerequisites: Meet DEC Requirements; Passed Biology IB**  
**Grade: 9**  
**Credit: 1 (one)**

**BIOLOGY IB** is the study of life, includes the use of lectures, science projects, and laboratory activities in the study of the cell, genetics, bacteria, viruses, plants and animals, and ecology. Students will take the mandatory EOC for Biology at the end of this course.

**Course Title: Biology II**  
**Grade level: 11,12**  
**Prerequisites: Biology I (Standard) and Chemistry I (Standard)**  
**Credits: 1 (one)**

**BIOLOGY II** continuation of the material studied in Biology I. This course will allow students to analyze the

**Biology I (Standard)**  
**Prerequisites: Concurrently enrolled in Algebra I or higher math**  
**Grade Level: 9-12**  
**Credits: 1 (one)**

**BIOLOGY I**, the study of life, includes the use of lectures, science projects, and laboratory activities in the study of the cell, genetics, bacteria, viruses, plants and animals, and ecology.

**Biology I (Honors)**  
**Prerequisites: Must have teacher recommendation to enter the course.**  
**Grade Level: 9**

**Prerequisites: Student application and recommendation of the current math or science teacher; we recommend at least a "94" average in math and science courses the previous year; concurrently enrolled in geometry or higher math.**

**Credits: 1 (one)**  
**BIOLOGY I (HONORS)** is designed for the advanced science student. Students taking this course should have strong critical thinking and analytical skills. Students will be challenged through problem solving and critical analysis of material. This course consists of classroom and laboratory experiences in several areas. Topics of instruction include the structure and function of plant and animal cells, microbiology, genetics, invertebrate and vertebrate zoology, multi-cellular plant structure and function, and ecology.

relationship between form and function in living things. A variety of organisms and organismal systems will be studied.

**Course Title: Chemistry I (Standard)**  
**Grade Level: 10, 11, 12**  
**Prerequisites: Algebra I and Biology or Physical Science, concurrently enrolled in or completed**

## **Geometry.**

**Credits: 1 (one)**

**CHEMISTRY I (STANDARD)** is designed for students who will attend college as non-science majors but will be required to take additional science courses. The concepts and principles of an introductory high school chemistry course are developed through laboratory exercises, lectures, demonstrations, and science projects. Chemistry (Regular) involves the application of mathematical concepts and requires commitment to daily homework and study assignments. It is strongly recommended that the student have at least a “C” average in all previous math and science classes.

**Course Title: Chemistry (Honors)**

**Grade Level: 10**

**Prerequisites: Biology I, A “B” average in Honors Biology I or an “A” average in Regular Biology I.**

**Credits: 1 (one)**

**CHEMISTRY (HONORS)** is designed for advanced science students who plan to major in the science, mathematics, medicine, and engineering in college. The following basic principles are developed: the nature of matter, atomic theory, the mole concept, organic chemistry and physical inorganic chemical concepts. These concepts and principles are developed through laboratory exercises, class discussions, lectures, demonstrations and science projects. Honors Chemistry involves the application of mathematical concepts and requires commitment to assignments and study.

Course Title: Chemistry (Advanced Placement)

Grade Level: 10

Prerequisites: Biology I Honors and Chemistry I Honors

Credits: 1 (one)

**ADVANCED PLACEMENT CHEMISTRY** provides students with the knowledge and skills included in an introductory college-level chemistry course. Advanced Placement Chemistry is designed to be taken after the successful completion of a first course in high school chemistry. The mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year Algebra course. Note: All students enrolled in an AP course are expected to take the course’s AP exam.

**Course Title: Environmental Science**

**Grade Level: 11-12**

**Prerequisites: Concurrently enrolled in Algebra I or higher math.**

**Credits: 1 (one)**

**ENVIRONMENTAL SCIENCE** is a laboratory science course that enables students to develop an understanding of the natural and man-made environment and the environmental problems that face the world. Students explore environmental concepts through an inquiry approach. Embedded standards for Inquiry, Technology, and Engineering are taught in the context of the content standards

for Earth Systems. The living world, human population, water and land resources, energy resources and consumption, pollution and waste production, global change, and civic responsibility.

**Course Title: Physics (Honors)**

**Grade Level: 11, 12**

**Prerequisites: Algebra I, Geometry, and Chemistry — Co-requisites: Algebra II or higher math.**

**Credits: 1 (one)**

**PHYSICS** is the study of the central concepts of physics. This course employs problem-solving methods to understand physical laws fundamental to all the sciences. The course emphasizes applications of technology, the history of physics, uses of energy, the nature of the scientific laws and theories, and the validity and uncertainty of science and measurements. Specific topics covered include mechanics, heat, sound, light, electricity, magnetism, and nuclear energy. Laboratory experience is an critical component of the course. It is strongly recommended that the students have at least a “B” average in all previous math and science classes.

**Course Title: Physics (Dual Enrollment)**

**Grade Level: 11, 12**

**Prerequisites: Students must make a 19 composite on the ACT, and have a 100 index score to meet the requirements for admission to the University of Memphis. The students must have a teacher recommendation.**

**Credits: 2 credits (1 fall semester; 1 spring semester)**

**PHYSICS (DUAL ENROLLMENT)** is a phenomenological introduction to physics for non-technical students, providing an understanding of natural laws of motion, structure of matter, heat, sound, electromagnetics, light, atomic and nuclear physics.

**Course Title: Physics World Concepts (Conceptual Physics) (Honors)**

**Grade Level: 9**

**Prerequisites: Must be enrolled in the STEM Academy, and must be enrolled in STEM I: Foundations**

**Credits: 1 (one)**

**CONCEPTUAL PHYSICS (Honors)** is an approach to physics that stimulates higher-level cognitive skills and encourages seeing physics everywhere. It maximizes the use of personal experience in the everyday world and uses everyday language. Through a balance of classroom activities and laboratory experiences, students will explore the following: Mechanics, Electricity and Magnetism, Thermodynamics, Nuclear Science and Waves and Optics. The goal is to see physics as the

rules of the physical world, with equations as guides to thinking that reveal the connections in nature. Clear explanations, analogies, qualitative questions and algebraic reasoning, and the use of available technology will lead to the comprehension of concepts before calculations. This course provides a science foundation for advanced physics studies and career choices.

**Course Title: Physical Science**

**Grade Level: 9, 10**

**Prerequisites: Concurrently enrolled in Algebra I or higher math.**

**Credits: 1(one)**

**PHYSICAL SCIENCE** is a laboratory science course that explores the relationship between matter and energy. Students investigate physical science concepts through an inquiry-based approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics

are taught in the context of the content standards for Energy, Matter, Motion, and Forces.

**Course Title: Physical Science**

**Grade Level: 9**

**Prerequisites: Concurrently enrolled in Algebra I (Honors) or Geometry (Honors); Teacher Recommendation.**

**Credits: 1(one)**

**PHYSICAL SCIENCE (HONORS)** is a laboratory science course that explores the relationship between matter and energy. Students investigate physical science concepts through an inquiry-based approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in the context of the content standards for Energy, Matter, Motion, and Forces.

## SOCIAL STUDIES

**Course Title: AP Human Geography**

**Prerequisite: Teacher recommendation**

**Grade Level: 9, 10**

**Credits: 1**

**AP HUMAN GEOGRAPHY** introduces students to the systematic patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. **Students must have taken Honors Geography or Honors World History to take this course, and had at least a 90 average in the class. Students are required to pay for and participate in the College Board AP testing program.**

**Course Title: AP U.S. History**

**Grade Level: 11**

**Prerequisites: Recommendation from Honors World History or Honors Geography teacher.**

**Credits: 1 (one)**

**ADVANCED PLACEMENT U.S. HISTORY** provides the student with the analytical skills and factual knowledge necessary to deal critically with the problems and material in American History. This course emphasizes the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students may also be required to purchase supplementary materials in this course. All students are required to pay for and participate in the College Board AP Testing Program. (See the Appendix for information regarding AP courses and the AP examination) Summer work is required. See AP U.S. History instructor or Guidance.

**Course Title: African American History**

**Grade Level: 10, 11, 12**

**Prerequisites: World History or U.S. History, African American Literature is recommended.**

**Credits: 1/2 (one-half)**

**AFRICAN AMERICAN HISTORY** is designed to analyze the creation of African American society in the United States. Students will analyze various issues of the past and present. They will research past historical documents in order to better understand the issues facing African Americans today.

**Course Title: Contemporary Issues**

**Grade Level: 11, 12**

**Prerequisites: None**

**Credits: 1/2 (one-half)**

**CONTEMPORARY ISSUES** examines current local, national, and international issues and events. Methods and materials involved include oral reports, written summaries, group projects, guest speakers, films, newspapers, television, magazines, and class discussions.

**Course Title: Economics**

**Grade Level: 12**

**Prerequisites: None**

**Credits: 1/2 (one-half)**

**ECONOMICS** includes the fundamental principles of the American free enterprise system and the factors that influence its function. This course is designed so that students achieve a better understanding as to how basic economic concepts influence decisions made by consumers, producers, and government. Note: This course is required for graduation.

**Course Title: Economics (Honors)**

**Grade Level: 12**

**Prerequisites: None**

**Credits: 1/2 (one-half)**

**ECONOMICS (HONORS)** serves to provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics.

**Course Title: ESL Civics**

**Prerequisites: Must have taken and passed ESL I (Beginning)**

**Grade Level: 10, 11**

**Credits: 1**

**ESL CIVICS** enables ELL students to comprehend citizenship and history of the United States. Major social studies standards addressed in this course are to demonstrate an understanding of governmental structures and functions, to identify current problems, and to pose possible solutions. Students also will examine the role of being an effective citizen in today's society. Major ESL standards are to use English to obtain, to process, and to communicate subject matter and information in spoken and written form. ESL Civics may not be applied toward the social studies requirements for graduation but may be used as an elective credit.

**Course Title: Facing History and Ourselves**

**Grade Level: 10, 11, 12**

**Prerequisites: World History or World Geography**

**Credits: 1/2 (one-half)**

**FACING HISTORY AND OURSELVES** will be taught using the principles and resources of the Facing History and Ourselves Organization. The class will examine mankind's methods to promote knowledge, values, and skills needed to preserve and protect democracy. Students will also explore issues of anti-Semitism as well as those of courage, caring, and compassion for all humanity.

**Course Title: Practical Law**

**Grade Level: 10, 11, 12**

**Prerequisites: None**

**Credits: 1/2 (one-half)**

**PRACTICAL LAW** is taught using citizenship and the role of citizenship as a framework. There is an emphasis on the principle of equality under law to help students understand the responsibilities that accompany the rights granted to citizens in the United States. The working relationship between the courts and court procedures, the functions of attorneys, and the legislative right to make laws are examined. Emphasis is placed on knowledge and skills that will enable students to deal effectively in human relationships and on the acquisition of inquiry skills to promote sound judgments in everyday living under the law.

**Course Title: Psychology**

**Grade Level: 11, 12**

**Prerequisites: None**

**Credits: 1/2 (one-half)**

**PSYCHOLOGY** is an introduction to general psychology, emphasizing learning and personality theory, normal and abnormal behavior, problem solving, and conflict analysis. The student develops an awareness not only of the nature of human psychology, but also of techniques for managing his/her own behavior.

**Course Title: Sociology**

**Grade Level: 11-12**

**Prerequisites: None**

**Credits: 1/2 (one-half)**

**SOCIOLOGY** is a study of man in social groups, and of how group interaction influences his behavior.

**Course Title: U.S. Government and Civics**

**Grade Level: 11, 12**

**Prerequisites: None**

**Credits: 1/2 (one-half)**

**U.S. GOVERNMENT AND CIVICS** surveys the political process in the United States, including techniques of political analysis. Emphasis is placed on the office and powers of legislative bodies, and an examination of the judicial decisions. In addition, some time is spent comparing the U.S. government to non-democratic systems.

**Course Title: U.S. Government and Civics (Honors)**

**Grade Level: 11, 12**

**Prerequisites: Teacher Recommendation**

**Credits: 1/2 (one-half)**

**U.S. GOVERNMENT AND CIVICS (HONORS)** includes the historical and philosophical basis of the U.S. constitution, American Political beliefs, political parties, the organization and powers of each branch of government, American civil liberties, and civil rights.

**Course Title: U.S. History and Geography**

**Grade Level: 11**

**Prerequisites: None**

**Credits: 1 (one)**

**U.S. HISTORY AND GEOGRAPHY** begins with the Constitution in 1798 and moves through each major period with more emphasis placed on the period from 1865 to the present. The course provides the student with a general knowledge and appreciation for the political, social, and economic developments of the United States. Note: This one-credit course is required for graduation.

**Course Title: U.S. History (Honors)**

**Grade Level: 11**

**Prerequisites: Teacher Recommendation**



**Credits: 1 (one)**

**U.S. HISTORY (HONORS)** begins with the Constitution in 1798 and moves through each major period with more emphasis placed on the period from 1865 to the present. The course provides the student with a general knowledge and appreciation for the political, social, and economic developments of the United States. provides the student with the analytical skills and factual knowledge necessary to deal critically with the problems and material in American History. This course emphasizes the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**Course Title: World History and Geography (Standard)**

**Prerequisite: None**

**Grade Level: 9, 10**

**Credits: 1**

**WORLD HISTORY AND GEOGRAPHY**

**(STANDARD)** is a year-long course consisting of a broad survey of the history of the world. This course offers both a multicultural and historical study of the world's major regions from pre-history through modern times.

**Course Title: World History and Geography (Honors)**

**Prerequisite: Teacher Recommendation**

**Grade Level: 9, 10**

**Credits: 1**

**WORLD HISTORY (HONORS)** is a year-long course consisting of a broad survey of the history of the world. This course offers both a multicultural and historical study of the world's major regions from pre-history through modern times. The course emphasizes open-ended investigations with extensive opportunities for critical analysis and problem solving, additional extended reading assignments, research based projects, and writing assignments.

## STEM

Southwind High School is one of eight STEM Platform Schools in the state of Tennessee. The SHS STEM Academy is comprised of two areas of focus: Agriculture and Engineering. Students make application into the STEM Academy through a lottery application process in the 8<sup>th</sup> grade. Students in the STEM Academy must select one of these areas of study. These areas of study are also opened to students in the regular educational setting.

### **AGRICULTURE**

**Course Title: Agriscience**

**Grade Level: 9, 10**

**Prerequisites: None**

**Credits: 1 (one)**

**AGRISCIENCE** is a laboratory science course that prepares students for biology, subsequent science courses and postsecondary 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.

**Course Title: Principles of Agricultural Mechanics**

**Grade Level: 10, 11**

**Prerequisites: Teacher Recommendation**

**Credits: 1 (one)**

**PRINCIPLES OF AGRICULTURAL MECHANICS**

is an intermediate course introducing students to basic skills and knowledge in construction and land management for both rural and urban environments. This course covers topics including project management, basic engine and motor mechanics, land surveying, irrigation and drainage, agricultural structures, and basic metalworking techniques. Upon completion of this course, proficient students will be prepared for more advanced coursework in agricultural mechanics.

**Course Title: Agricultural Power and Equipment**

**Grade Level: 11, 12**

**Prerequisites: Teacher Recommendation**

**Credits: 1 (one)**

**AGRICULTURAL POWER AND EQUIPMENT** is an applied course in agricultural engineering with special emphasis on laboratory activities involving small engines, tractors, and agricultural equipment. The standards in this course address navigation, maintenance, repair, and overhaul of electrical motors, hydraulic systems, and fuel-powered engines as well as exploration of a wide range of careers in agricultural mechanics.

**Course Title: Agricultural and Biosystems Engineering**

**Grade Level: 12**

**Prerequisites: Teacher Recommendation**

**Credits: 1 (one)**

**AGRICULTURAL AND BIOSYSTEMS**

**ENGINEERING** is an applied course that prepares students for further study or careers in engineering, environmental science, agricultural design and research, and agricultural mechanics. Special emphasis is given to the many modern applications of geographic information systems (GIS) and global positioning systems (GPS) to achieve various agricultural goals.

### **STEM – ENGINEERING**

**Course Title: Principles of Engineering and Technology**

**Grades: 10**

**Prerequisites: STEM: Foundations I**

**Credit: 1 (one)**

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

**Course Title: Engineering Design I**  
**Grades: 11**  
**Prerequisites: STEM: Principles of Engineering and Technology**  
**Credit: 1 (one)**

**ENGINEERING DESIGN I** is a fundamental course in the STEM cluster for students interested in developing their skills in preparation for careers in engineering and technology. The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Tennessee. They will also be able to identify simple and complex machines; calculate various ratios related to mechanisms; explain fundamental concepts related to energy; understand Ohm's Law; follow the steps in the engineering design process to complete a team project; and effectively communicate design solutions to others.

**Course Title: Engineering Design II**  
**Grades: 12**  
**Prerequisites: Engineering Design I**  
**Credit: 1 (one)**

**ENGINEERING DESIGN II** is an applied course in the STEM career cluster for students interested in further developing their skills as future engineers. This course covers knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to explain the differences between scientists and engineers, understand the importance of ethical practices in engineering and technology, identify components of control systems, describe differences between laws related to fluid power systems, explain why material and mechanical properties are important to design, create simple free body diagrams, use measurement devices employed in engineering, conduct basic engineering economic analysis, follow the steps in the engineering design process to complete a team project, and effectively communicate design solutions to others.

**STEM – STEM EDUCATION**  
**Course Title: STEM I: FOUNDATIONS**  
**Grade Level: 9**  
**Prerequisites: None**  
**Credits: 1 (one)**

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

**Course Title: STEM II: Applications**  
**Grade Level: 10, 11**  
**Prerequisites: Completion of STEM I; Teacher Recommendation**  
**Credits: 1 (one)**

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

**Course Title: STEM III: STEM In Context**  
**Grade Level: 11**  
**Prerequisites: Completion of STEM II; Teacher recommendation**  
**Credits: 1 (one)**

**STEM III: STEM IN CONTEXT** is an applied course in the STEM career cluster which allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios

within their schools or communities. This course builds on STEM I: Foundation and STEM II: Applications by applying scientific and engineering knowledge and skills to a team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision-making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting.

**Course Title: STEM IV: Practicum**

**Grade Level: I**

**Prerequisites: Completion of STEM III; Teacher Recommendation**

**Credits: I (one)**

**STEM IV: PRACTICUM** is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous STEM Education courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by STEM professionals in the workplace, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs: instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing.

## WORLD LANGUAGES

In order to take a world language the first year of high school, it is highly suggested that the student have a "A" average in 8<sup>th</sup> grade language arts. In order to enter the Honors section, they should have taken 8<sup>th</sup> grade enriched language arts and have earned a grade of "B".

**Course Title: French I**

**Prerequisite: None**

**Grade Level: 9, 10, 11**

**Credit: 1.0**

**FRENCH I** is designed to develop basic conversational skills in French with emphasis on listening and speaking. Vocabulary building, grammar, and pronunciation are emphasized. A study of basic French culture and history is included.

**Course Title: French I Honors**

**Prerequisite: Teacher verification of 93 or higher in previous English class and English teacher recommendation.**

**Grade Level: 9, 10**

**Credit: 1.0**

**FRENCH I HONORS** is for students with an above average aptitude in language acquisition. The course develops the skills of listening, speaking, reading, and writing in French. The culture and geography of France are also important components of study. Students are required to take the National French Exam (**fee required**).

**Course Title: French II (Standard)**

**Grade Level: 10, 11, 12**

**Prerequisites: French I**

**Credits: I (one)**

**FRENCH II (STANDARD)** is a continuation of French I, and meets the needs of students who wish to satisfy the two-year foreign language entrance requirements of colleges. Note: It is recommended that the student have earned at least a "B" average in French I before enrolling in this course. Participation in a National Foreign Language Exam may be required.

**Course Title: French II (Honors)**

**Grade Level: 10, 11, 12**

**Prerequisites: French I (Honors)**

**Credits: I (one)**

**FRENCH II (HONORS)** is designed as a continuation of French I (Honors). Note: It is strongly suggested that students have at least a "B" average in French I (Honors). Participation in a National Foreign Language Exam may be required.

**Course Title: French III (Honors)**

**Grade Level: 11, 12**

**Prerequisites: French II (Honors) and Teacher Recommendation**

**Credits: I (one)**

**FRENCH III (HONORS)** focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts.

**Course Title: French IV (Honors)**

**Grade Level: 11, 12**

**Prerequisites: French III (Honors) and Teacher Recommendation**

**Credits: I (one)**

**FRENCH IV (HONORS)** will continue appropriate listening, speaking, reading and writing skills. Students will also study the culture, civilization, and geography of the French-speaking world. Classroom instructions, grammatical explanations and the introduction of vocabulary will be in French. Students will be expected to converse and present information to classmates in French as well as continue to practice their writing and reading skills.

**Course Title: Spanish I**

**Prerequisite: None**

**Grade Level: 9, 10**

**Credit: 1.0**

**SPANISH I** concentrates on grammar, vocabulary, and pronunciation with emphasis on written and oral proficiency in Spanish. This course is designed to develop basic conversational skills in Spanish. A study of the cultures of Spanish-speaking countries is included.

**Course Title: Spanish I Honors**

**Prerequisite: Teacher verification of 93 or higher average in previous English course and English teacher recommendation.**

**Grade Level: 9, 10**

**Credit: 1.0**

**SPANISH I HONORS** is designed for linguistically talented students. Grammatical structures and vocabulary are taught in a context, which emphasizes communication skills in listening, speaking, reading, and writing Spanish. Students are required to purchase supplementary materials and take the National Spanish Exam (**fee required**).

**Course Title: Spanish II\***

**Prerequisite: Successful completion of Spanish I**

**Grade Level: 10, 11**

**Credit: 1.0**

**SPANISH II** emphasizes the continued study of Spanish grammar and usage with emphasis on proficiency in the written and spoken language.

**Course Title: Spanish II Honors\***

**Prerequisite: Teacher verification of 93 or higher average in Spanish I or Spanish I Honors.**

**Grade Level: 10, 11**

**Credit: 1.0**

**SPANISH II HONORS** emphasizes increased skills in reading, conversation, and fluency in Spanish. Students are required to purchase supplementary materials and take the National Spanish Exam (**fee required**). Students who meet the criteria and plan to take a third year of Spanish must enroll in this course.

**Course Title: Spanish III (Honors)**

**Grade Level: 11, 12**

**Prerequisites: A "90" average is suggested Spanish II (Honors) or a "93" average in Spanish II with teacher recommendation.**

**Credits: 1 (one)**

**SPANISH III (HONORS)** is a continuation of Spanish I/II Honors. The course provides a continuing study of Spanish grammar with activities designed to improve reading comprehension, listening, and speaking skills. It is recommended that the students have at least a "B" in Spanish II (Honors) or an "A" in Spanish II. Participation in a National Foreign Language Exam may be required (**fee required**).

**Course Title: Spanish IV (Honors)**

**Grade Level: 11, 12**

**Prerequisites: Spanish I Honors, II Honors, and III Honors (with "90" average in Spanish III) and teacher recommendation.**

**Credits: 1 (one)**

**SPANISH IV (HONORS)** includes a review of grammatical structures and emphasizes vocabulary growth and communication skills in conjunction with a survey of Spanish and Spanish-American history, art, and literature. Participation in a National Foreign Language Exam may be required (**fee required**).

\*For students who took Spanish I in middle school, you must have completed the 7<sup>th</sup> and 8<sup>th</sup> grade course. If you did not complete the entire program, you must begin with Algebra I. Otherwise, you can take Spanish II or Spanish II Honors.



## STUDENT EXPECTATIONS

## Attendance Policies and Procedures

When a student is absent from school, a parent or guardian needs to call the attendance office (**901-416-**) and report the absence. Automated calls are made to each parent of an absent student. Calls are made to the home phone number of record. The student's attendance will be recorded with an "AT" until a parent note or doctor's note is presented the next day after the absence.

**Excused Absences – SCS Policy #6108** – The following absences are considered excused:

- Illness of student
- Death or serious illness within the student's immediate family
- Representing school
- Religious holidays
- Legal court summons-not the fault of student
- Extenuating circumstances as approved by principal.

**A parent note must be received within two days from the date of the absence.** Notes will not be accepted after that time.

- **Notes should be presented by the student to the 1st period teacher.**
- **Parent notes should include:**
  1. Student's full name
  2. Date of absence
  3. Reason for absence(s)
  4. Signature of parent, and current phone numbers.
    - **All notes are subject to verification.**
    - **Students, who have missed 3 or more days in a row, need to submit a doctor's note.**

### **Late Arrival to School**

**School begins at 7:15 AM. If you are not in your seat at 7:15 AM, you are late. If a student arrives to school after 7:15 AM, he/she MUST check in to the Attendance Office to get an admit slip to class.** A parent must sign in the student or provide a signed note to explain the reason for the late arrival. **After 8 AM, the student must have a parent check him or her into school through the school attendance office.** Excessive unexcused lateness to school will be considered truancy and will result in disciplinary action and can be reported to Shelby County Schools Student Services Division or the Shelby County Juvenile Court Truancy Unit.

### **Checking Out of School**

If a student must leave school during the day, the parent or guardian must come to check the student out. If a student has a note to leave before the end of the school day, the note should be brought to the attendance office before 7:00 am. Failure to do so may result in a delay in checking out of school. All notes will be confirmed before the student may leave campus. **Checkouts for doctor appointments will be unexcused until the students brings a "Return to School" note from the doctor's office. Students must be present for at least 1/2 of the school day in order to participate in after school extra-curricular events. No students may be checked out of school after 1:30 PM.**

## **Dress Code**

### **(SCS Policy #6205)**

Below are the guidelines for the student dress code for the 2015-2016 school year. We ask for your consideration of these dress code regulations. We ask for your support, and that you will ensure that your student is in compliance with the dress code throughout the school year. If you have a question, you should contact your child's grade level administrator.

- Basic uniform dress code is allowed
- T-shirts must have sleeves
- No plain white t-shirts with or without logos
- Shorts and skirts must be to the knee
- Sweatshirts are permitted
- Hats, bandannas, scarves, doo-rags are not permitted
- Sweatpants, visors, and sunglasses are not permitted
- Any item that suggests identification with drug or gang culture is prohibited
- Pants should be worn at the waist. No underwear should be visible on any student
- Shirts may not be too tight, revealing and must have sleeves
- Yoga pants, jeggings, leggings, tights, sweat pants, and pajama pants are not permitted
- Sandals must have a strap. (No heels over 1.5 inches)
- No excessively tight or loose clothing
- No heavy coats will be allowed in classrooms.
- No offensive language or artwork
- Hoodies are not permitted
- When jeans are permitted, no rips or tear are allowed in the pants.
- Any item identifying sororities, fraternities, or unapproved social groups are not permitted.

**The school administration reserves the right to determine whether the student's attire is within the limits of decency, modesty, and safety. Dress code violation sequence of consequences:**

Offenders shall be subject to additional measures that include:

- Parent Conferences
- In-School Suspension
- Out of School Suspension

### **Prohibited Items**

The following items are prohibited from all schools in the Shelby County School District without prior written permission from the building administration. This list is not all-inclusive. Confiscated items will remain at school until a parent/guardian picks them up.

- Head coverings: hats, baseball caps, caps, visors, scarves, bandannas
- Electronic devices: beepers, pagers, cd players, headsets, radios, portable video game consoles, cameras, video recorders, and sunglasses.
- Gaming devices: dice, playing cards, laser pointers
- Tobacco products, cigarettes, alcohol beverages, inhalants
- Water bottles, beverage containers, spray cans, mace, etc.
- Look-alike weapons, water guns, bats, screwdrivers, box cutters, chains, and/or other dangerous items.
- Baseball caps are not allowed on campus at any time during the school day.

**Cell Phone Policy**  
**(SCS Policy #6207.2)**

- All students are **banned** from possessing any type of phone or personal communication device at any time during the regular school day **WITH THE EXCEPTION OF THEIR LUNCH PERIOD.**
- Cell phones should be turned off and may only be kept in the student's backpack or locker.
- SHS is not responsible for any loss or theft of the device while on school property.

**Sequence of Consequences:**

1. **The device will be taken.** The device will be returned during at the discretion of a school administrator.
2. **The device will be taken. An overnight suspension will be issued, and the student must return to school with a parent to pick up the electronic device.**
3. **The device will be taken. The student and parent will sign a TERMINATION OF ELECTRONIC DEVICE RIGHTS. The student will no longer have the right to use an electronic device at Southwind High School.**
4. **Further violations will result in ISS, OSS, or a long-term suspension.**





## **APPENDIX**

- **Course Registration Directions**
- **Advanced Placement and Honors Course Teacher Recommendation Form**
- **Advanced Placement FAQ's**
- **Honors Course FAQ's**
- **Honors/Advanced Placement Parent Override Form**
- **Four Year Plan Worksheet**
- **Four Year Programs of Study Examples**

## **Registration Guidelines**

- 1.** Each student must select SIX (6) courses on this sheet and two (2) alternate electives.
- 2.** All of the classes on the course request sheets are requests: they do not represent a student's schedule next year. PowerSchool schedules students based on course availability and the number of requests. Therefore, we can only guarantee six classes and a study hall as a full schedule.
- 3.** Elective courses will only be offered if there is a sufficient enrollment.
- 4.** List your electives in order of preference: "1" for most important; "2" for the next important, and so on.
- 5.** All signatures for classes that require a "teacher's recommendation," must be on the specified spot on your course registration form.
- 6.** Each student must list (2) alternate choices for their elective courses in case the original choices cannot be scheduled. Be sure to list these alternate selections in the order of preference. Please see the back of this form.
- 7.** Parent and student signatures must accompany this form and be returned to your English teacher.
- 8.** It is understood that this form represents your requests. No schedule changes will be made that differ from the course request sheet except in cases of improper course level, lack of a prerequisite, or courses completed in the summer school. Changes for any other reason will be made on a space available basis only.
- 9.** Please remember that this is a course request form, not a request for specific teachers. Different teachers may teach courses within a year or from one year to the next.
- 10.** No changes to course requests will be accepted after June 3, 2016.

**TEACHER RECOMMENDATION FOR HONORS, ADVANCED PLACEMENT, AND DUAL ENROLLMENT COURSES**

- This section is the teacher recommendation section for AP and Honors courses.
- Students must have a **93 or above average** to receive a recommendation for an honors course.
- Students must have at least a **95 or above average** to receive a recommendation for an Advanced Placement (AP) course.
- All courses that needed a teacher’s recommendation is marked on pages 3 and 4. The following requirements must be done:
  1. **THE STUDENTS WILL WRITE THE COURSE NAME NEEDING A RECOMMENDATION.**
  2. **THE RECOMMENDING TEACHER MUST PRINT THEIR NAME, SIGN THEIR NAME, AND DATE THIS DOCUMENT.**

<u>Course Name</u>	<u>Teacher Name (PRINT)</u>	<u>Teacher Signature</u>

**\* If a student does not meet the requirements for AP and Honors courses and would still like to request one of these courses, they must complete a PARENTS REQUEST FOR AN AP AND HONORS OVERRIDE FORM.**

## **Southwind High School Advanced Placement Course Work FAQ's**

### **What is the Advanced Placement Program?**

The Advanced Placement and Honors Program, administered by The College Board of New York and taught at local high schools, allows students to participate in a college level course and possibly earn college credit while still in high school. Secondary schools and colleges cooperate in this program to give students the opportunity to show mastery in college-level courses by taking the AP exam in May of each school year.

### **How do an AP and honors classes compare to other high school courses?**

AP classes are more challenging and stimulating, but they take more time and require more work. AP classes require energetic, involved, and motivated students.

### **What are the advantages of my child taking an AP or Honors course?**

The main advantage of taking an AP course is better preparation for college. It has been shown that students master in depth content at the college level more easily after completing AP courses in high school. Students also acquire sophisticated academic skills and increased self-confidence in preparation for college. Additionally, students who take AP exams may receive college credit while still in high school, saving both time and money. Credit on AP exams can save up to \$1,500 in college tuition alone and/or count as credit for one or more courses. Some parents have saved what would be the equivalent of \$18,000 for a full year of college and total living expenses for their student. However, check with the college you are interested in to see if they accept AP exams for credits.

### **Why should I encourage my child to take an AP or Honors class? Won't it hurt my child's GPA?**

Students who succeed in AP and honors courses generally do well in college as a result of rigorous academic preparation. SHS gives extra grade point weight on the GPA for taking an AP course and exam. In this way, a student's GPA is not adversely affected by taking accelerated AP courses. Colleges look favorably on students who tackle AP courses. **However, if your student has never taken an Honors course during his or her high school career, we would highly recommend that your child does not take an AP course. It will hurt his or her GPA adversely.**

### **What if a student is struggling in an AP or Honors class?**

A student may not choose to leave an AP course until the following:

- A parent teacher conference is held between the teacher, the student, and the parent(s) or guardian(s).
- The student must make a clear effort to attend mandatory tutorial sessions to improve his or her academic performance.
- Once the student completes these two steps, another meeting will be held to determine the student's improvement. If there is little improvement, the student will be taken out of the class after the end of the first semester.

## Southwind High School Honors/Advanced Placement/Dual Enrollment Course Curriculum FAQ's

### **Why should a student enroll in Honors/Advanced Placement/Dual Enrollment courses?**

Enrolling in one of these course courses is based on the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. The strategies and tools in these courses engage the students in active, high-level learning, thereby ensuring that every high school student develops the skills, habits of mind, and concepts they need to succeed in college.

### **Who can be in an Honors/Advanced Placement/Dual Enrollment s class?**

Southwind High School requires that students receive recommendations for ALL Honors, AP, and Dual Enrollment courses selected. We suggest that if the student's teacher does not recommend a particular course, the parents of that student should talk to a Guidance Counselor to discuss the appropriate placement and/or other alternatives.

### **What if a student is struggling in an Honors/Advanced Placement/Dual Enrollment class?**

A student may not choose to leave any one of these courses until the following:

- A parent teacher conference is held between the teacher, the student, and the parent(s) or guardian(s).
- The student must make a clear effort to attend mandatory tutorial sessions to improve his or her academic performance.
- Once the student completes these two steps, another meeting will be held to determine the student's improvement. If there is little improvement, the student will be taken out of the class after the end of the first semester.

### **Does Honors/Advanced Placement/Dual Enrollment courses change a graduating student's GPA?**

Yes. Additional quality points are added to the grades of students in these courses as listed below:

#### **Three (3) Grade Points Added to Quarter Average and Semester Exams for the following:**

Honors Courses  
District Advanced Courses (Honors Level)  
Dual Enrollment/Dual Credit (Honors Level)  
Technical Courses that offer National Industry Certification

#### **Five (5) Grade Points Added to Quarter Average and Semester Exams for the following:**

Advanced Placement Courses  
District Advanced Courses (AP Level)  
Dual Enrollment/Dual Credit (AP Level)  
International Baccalaureate

### **How is the GPA calculated using the quality points for each grade level.**

The GPA is computed using the semester grades earned in grades 9-12 using numerical values inclusive of semester averages and semester exams with additional grade points and the following quality point scale:

Standard	Honors	AP/Dual Enrollment
A – 4.0 Grade Points	A – 4.5 Grade Points	A – 5.0 Grade Points
B – 3.0 Grade Points	B – 3.5 Grade Points	B – 4.0 Grade Points
C – 2.0 Grade Points	C – 2.5 Grade Points	C – 3.0 Grade Points
D – 1.0 Grade Points	D – 1.5 Grade Points	D – 2.0 Grade Points
F – 0.0 Grade Points	F – 0.0 Grade Points	F – 0.0 Grade Points

### **How long are Honors/AP/Dual Enrollment courses?**

Depending on the course, Honors classes can be one or two semesters in length. AP courses are year-long courses. Dual enrollment courses are semester courses that offer one (1.0) credits at the end of each semester.

Not all Dual Enrollment courses receive the AP/Dual Enrollment quality points; some of these courses earn the Honors quality points. You must speak with your counselor to determine which classes have the specific honors level points.

**Is there any limit to the number of Honors/AP/Dual Enrollment courses a student may take?**

A student may take as many Honors courses that fit his/her schedule. Careful consideration should be given to the instructional needs of the individual student.

**What classes are offered in each grade level?**

The courses for Honors are offered in the core subject areas: Science, Social Studies, English, Math, and Fine Arts.

**How do Honors courses differ from AP and Dual Enrollment courses?**

Honors courses are embedded with strategies that specifically target middle and high school students providing knowledge, concepts, and skills needed to engage in a higher level of learning that prepares them for the rigor of college level work. These classes prepare a student for the rigorous coursework of AP. The AP program offers college level instruction to the academically successful student while in high school with the option of taking the advanced placement examination to possibly qualify for college credit. For all dual enrollment course work, students must make a qualifying ACT composite and sub-score in English and math, must have a minimum GPA of 3.0, and must be clear admissions standards through the University of Memphis.

**Who chooses a student's courses for Honors/AP/Dual Enrollment?**

A decision about placement ultimately rests with the student and their parent. The school can provide powerful input through teacher recommendation, counselor input and communication regarding the challenges of the Honors curriculum and information about indicators of student success.

**What do colleges think of Honors/AP/Dual Enrollment courses?**

Research has found that a secondary school curriculum of high intensity and quality, such as that found in Honors, AP, and Dual Enrollment courses have the strongest correlation to bachelor's degree completion, while class rank/GPA hold comparatively weak relationships to bachelor's degree completion. The study additionally found that 85 percent of those who took AP courses continued their education after high school. <http://www.ed.gov/pubs/Toolbox/toolbox.html>, Clifford Adelman Senior Research Analyst, U.S. Department of Education

**How does the Honors curriculum affect AP and Dual Enrollment?**

Since Honors teacher professional development explicitly supports the goal of college as an option for every student, it is important to have a recognized standard for college-level academic work. Honors courses are a strategic method used in classrooms, by teachers who are highly trained to help all students reach their potential. At SHS, Honors **is required** as a prerequisite to AP and Dual Enrollment courses.

**Are there any prerequisites for Honors classes?**

Students are expected to receive a teacher recommendation and must have at least a "93" or above grade average in the required prerequisite class. If a student does not meet this criteria, his or her parent may complete an "Honors/Advanced Placement Application" to enter the class.

**Will a student have time for after school activities if enrolled in Honors/AP/Dual Enrollment courses?**

As in any coursework where there will be additional challenge, students who choose to enroll should be prepared for the added academic rigor of the course.

**Southwind High School**  
**Raising the Standard of Excellence: One Student At A Time!**  
**Application to Apply For Honors/Advanced Placement Course**

Student Name: \_\_\_\_\_

Course Request: \_\_\_\_\_

The faculty of Southwind High School feels that correct placement in courses is paramount to a student's academic success. Incorrect placement may result in poor performance and frustration for the student. Hence, Southwind High School requires that students receive teacher recommendations for ALL HONORS, ADVANCED PLACEMENT, and DUAL ENROLLMENT courses selected. Furthermore, we suggest that if a particular course is not recommended by the student's teacher that the parents of that student talk to the teacher to discuss the appropriate placement and/or other alternatives.

**Once the course selection process has been completed, a student's course selections will not be changed after classes begin in the fall.**

In order to be removed from a Honors or Advanced Placement course, the students and their parents must follow SCS Board Procedure #5025:

- **The student must first consult the teacher for ways to improve.**
- **If academic difficulty continues, the parent may request a school meeting to include the teacher, the student, the parent(s), and the appropriate school counselor along with the appropriate assistant principal. This team will form a plan of action.**
- **The final approval for a student to change a course is at the discretion of the principal and shall be based upon multiple factors, including available space at the time of the request.**
- **The student will not be removed from the class until the end of the first semester.**

By signing this letter, we have read the above statements and understand that I am requesting that my child be placed in a course that was **NOT** recommended by his/her present teacher. I am fully aware that incorrect placement may result in poor performance and frustration. I also understand that placement in this course is **FINAL UNTIL THE END OF FIRST SEMESTER.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

For Office Use Only:

Request approved by \_\_\_\_\_

Date: \_\_\_\_\_

Course Request Entered by \_\_\_\_\_

Date: \_\_\_\_\_

**Southwind High School**

## Student Four Year Focused Plan of Study Worksheet

STUDENT NAME \_\_\_\_\_ D.O.B. \_\_\_\_\_ SEX \_\_\_\_\_

FOCUSED PLAN OF STUDY: \*STEM  Liberal Arts  \*CTE  Fine Arts  \*AP/Honors  Journalism

### 9<sup>TH</sup> GRADE

1. English \_\_\_\_\_
2. Math \_\_\_\_\_
3. Science \_\_\_\_\_
4. Wellness \_\_\_\_\_
5. Social Studies \_\_\_\_\_
6. Other \_\_\_\_\_
7. Other \_\_\_\_\_
8. Summer School \_\_\_\_\_

### 10<sup>TH</sup> GRADE

1. English \_\_\_\_\_
2. Math \_\_\_\_\_
3. Science \_\_\_\_\_
4. Social Studies \_\_\_\_\_
5. Other \_\_\_\_\_
6. Other \_\_\_\_\_
7. Other \_\_\_\_\_
8. Summer School \_\_\_\_\_

### 11<sup>TH</sup> GRADE

1. English \_\_\_\_\_
2. Math \_\_\_\_\_
3. U.S. History \_\_\_\_\_
4. Science \_\_\_\_\_
5. Other \_\_\_\_\_
6. Other \_\_\_\_\_
7. Other \_\_\_\_\_
8. Summer School \_\_\_\_\_

### 12<sup>TH</sup> GRADE

1. English \_\_\_\_\_
2. Math \_\_\_\_\_
3. Econ/U.S. Gov. \_\_\_\_\_
4. Other \_\_\_\_\_
5. Other \_\_\_\_\_
6. Other \_\_\_\_\_
7. Other \_\_\_\_\_
8. Summer School \_\_\_\_\_

#### Minimum State Graduation Requirements for All Students Entering 9<sup>th</sup> Grade in 2009

English	4.0	Math	4.0 (Includes Algebra I and II, Geometry and a fourth math)
Fine Art	1.0	Elective Focus	3.0
Social Studies	3.0	Foreign Language	2.0 (Same language)
Personal Finance	0.5	Science	3.0 (Biology, Physical Science, Chemistry or Physics, and one other lab science)
Health, P.E. Wellness	1.5		

**Minimum Credits Required for Graduation 22**

#### GRADE CLASSIFICATION FOR HIGH SCHOOL STUDENTS (SCS POLICY 6305)

**Less than five (5) credits = 9<sup>th</sup> Grade**

**5 Credits & passed Eng. 9 = 10<sup>th</sup> Grade**

**11 Credits & passed Eng. 10 = 11<sup>th</sup> Grade**

**16 Credits & passed Eng. 11 = 12<sup>th</sup> Grade**

Reviewed by \_\_\_\_\_ (Counselor) Date \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Your signature certifies that you have received a copy of the Shelby County Schools' credit requirements for graduation and that you approve your child's Focused Plan of Study. It is the parents/guardian's and student's responsibility to annually review/revise the plan.**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*STEM – Science Technology Engineering and Mathematics Academy \*CTE-Career and Technical Education \*AP-Advanced Placement/Honors**

**Shelby County Schools offers educational opportunities without regard to race, color, national origin, religion, sex or disability.**



## **SUGGESTED PROGRAMS OF STUDY**

In order to prepare for a certain profession or career, the following sequences of courses are being recommended. These are only suggestions and should be varied to meet the individual's abilities, interests, needs, and/or circumstances.

### **GOAL: TO ATTEND A FOUR YEAR COLLEGE**

<b><u>Grade 9</u></b>	<b><u>Grade 10</u></b>
<ol style="list-style-type: none"> <li>1. English 9 (Standard or Honors)</li> <li>2. Algebra I (Standard or Honors)/Geometry Honors</li> <li>3. Biology (Standard or Honors)</li> <li>4. World Geography (Standard or Honors)/World History (Standard or Honors)/AP Human Geography</li> <li>5. Lifetime Wellness</li> <li>6. Focused Study Elective/Required Elective</li> <li>7. Fine Art Elective/World Language Elective</li> </ol>	<ol style="list-style-type: none"> <li>1. English 10 (Standard or Honors)</li> <li>2. Geometry (Standard or Honors)/ Algebra II Honors</li> <li>3. Physical Science (Standard or Honors)/Chemistry (Honors)</li> <li>4. World Language Elective</li> <li>5. Fine Arts Elective/Focused Study Elective</li> <li>6. Focused Study Elective</li> <li>7. Focused Study Elective</li> </ol>

<b><u>Grade 11</u></b>	<b><u>Grade 12</u></b>
<ol style="list-style-type: none"> <li>1. English 11 (Standard, Honors, AP)</li> <li>2. Algebra II (Standard or Honors)/Pre-Calculus (Honors)/Advanced Algebra and Trigonometry(Standard or Dual Enrollment)</li> <li>3. Chemistry (Standard or Honors)/Human Anatomy and Physiology (Honors)/Biology II/AP Biology</li> <li>4. US History (Standard, Honors, or AP)</li> <li>5. Personal Finance (.5 credit)/Wellness (.5 Credit)</li> <li>6. World Language Elective/Focused Study Elective</li> <li>7. Focused Study Elective</li> </ol>	<ol style="list-style-type: none"> <li>1. English 12 (Standard, Honors, AP, Dual Enrollment)</li> <li>2. Bridge Math (19 and under on ACT Math)/ Pre-Calculus (Honors) (I)/Calculus (I) and Statistics (I)/AP Calculus AB/Advanced Algebra and Trigonometry (I)</li> <li>3. Science Elective (Ecology, Environmental Science, Human Anatomy and Physiology Honors, Biology II, Physics (Honors), AP Biology, AP Chemistry</li> <li>4. American Government (Standard or AP) and Economics (Standard and AP)</li> <li>5. Focused Study Elective</li> <li>6. Focused Study Elective</li> <li>7. Focused Study Elective</li> </ol>

### **ADMISSION REQUIREMENTS FOR 4 - YEAR COLLEGES & UNIVERSITIES**

College admission standards generally require students to have successfully completed 22 academic units of instruction while in high school. An academic unit is one year of study in an academic subject area.

Specific requirements vary from university to university; however, most usually include:

- 4 years of English
- 4 years of Math (minimum of Algebra I, Geometry, Algebra II, and fourth year math course.
- 3.5 years of Social Studies (includes Personal Finance)
- 3 years of a lab Science
- 2 years of a World Language (2 years of the same language)
- 1.5 years of Physical Education
- Other academic electives to total at least academic units

These are MINIMUM requirements for four year colleges & universities. The more competitive colleges can

require 22 academic units. Students who plan to pursue majors in STEM (science, technology, engineering, and math) and/or medicine should complete as many math and science courses as possible because the admission requirements for those majors are significantly higher. Parents and students should check with specific institutions for their requirements.

**PROSPECTIVE COLLEGE ATHLETES:**

Any student who hopes to participate in intercollegiate athletics at an NCAA Division I or II institution should refer to the NCAA eligibility guidelines when selecting their high school courses. The NCAA Eligibility Center can be accessed on the web at: [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

**GOAL: TO ATTEND A TWO-YEAR COMMUNITY COLLEGE/TWO YEAR TECHNICAL PROGRAM**

This program is suggested for the student who is undecided on his or her future plans, but he or she feels there is a chance he/she may attend college.

<b><u>Grade 9</u></b>	<b><u>Grade 10</u></b>
1. English 9 Standard 2. Algebra I/Algebra IA 3. Biology/Biology IA 4. World History or World Geography 5. Lifetime Wellness 6. Focused Study Elective/Required Elective 7. Focused Study Elective/Fine Art Elective	1. English 10 Standard 2. Geometry (Standard)/Algebra IB 3. Physical Science/Biology IB 4. World Language Elective 5. Fine Arts Elective/Focused Study Elective 6. PE (.5 Credit)/Focused Study Elective 7. Focused Study Elective

<b><u>Grade 11</u></b>	<b><u>Grade 12</u></b>
1. English 11 Standard 2. Algebra II/Geometry IA 3. Chemistry/Environmental Science 4. US History 5. World Language Elective/Focused Study Elective 6. Focused Study Elective 7. Focused Study Elective	1. English 12 Standard 2. Bridge Math (19 and under on ACT Math)/Geometry IB 3. Science Elective (Ecology, Environmental Science) 4. American Government/Economics 5. Focused Elective Study 6. Focused Elective Study 7. Focused Elective Study