

English Courses

English I Honors - This course encompasses a correlated study of literature, language conventions, composition, vocabulary development, and communication based upon the adopted Tennessee Department of Education Academic Standards for English Language Arts. Honors courses will meet the guidelines for the State Framework Standards for Honors Courses and will substantially exceed the course level expectations and performance indicators approved by the State Board of Education. The course will prepare students to demonstrate success on the TCAP English I End-of-Course Assessment.

English II Honors - This course encompasses a correlated study of literature, language conventions, composition, vocabulary development, and communication based upon the adopted Tennessee Department of Education Academic Standards for English Language Arts. Honors courses will meet the guidelines for the State Framework Standards for Honors Courses and will substantially exceed the course level expectations and performance indicators approved by the State Board of Education. The course will prepare students to demonstrate success on the TCAP English II End-of-Course Assessment.

English III Honors - This course encompasses a correlated study of literature, language conventions, composition, vocabulary development, and communication based upon the adopted Tennessee Department of Education Academic Standards for English Language Arts. Honors courses will meet the guidelines for the State Framework Standards for Honors Courses and will substantially exceed the course level expectations and performance indicators approved by the State Board of Education. The course will prepare students to demonstrate success on the TCAP English III End-of-Course Assessment and the TCAP Writing Assessment.

AP English Language and Composition - This course follows the College Board guidelines for a rigorous course of study equivalent to a freshman English course in a college or university. The curriculum focuses on helping students in becoming skilled readers of text written in a variety of periods, disciplines and rhetorical contexts. The course should also provide the practice and helpful criticism necessary to make students flexible writers who can compose in a variety of modes and for a variety of purposes. The course will prepare students to demonstrate success on the TCAP English III End of Course Assessment and the TCAP Writing Assessment. Students will be encouraged to take the Advanced Placement Test.

English IV Honors - This course encompasses a correlated study of literature, language conventions, composition, vocabulary development, and communication based upon the adopted Tennessee Department of Education Academic Standards for English Language Arts. Honors courses will meet the guidelines for the State Framework Standards for Honors Courses and will substantially exceed the course level expectations and performance indicators approved by the State Board of Education.

AP English Literature and Composition - This course follows the College Board guidelines a rigorous course of study equivalent to a freshman English course in a college or university. The curriculum focuses on helping students in becoming skilled in critical analysis of literature and in expository composition based on literary selections. Students will be encouraged to take the Advanced Placement Test.

Journalism Laboratory - This course provides a study of the basic principles of journalistic reporting and writing including the aims, organizations and arrangements of publications and practice in all major phases of journalistic writing.

Journalism Publications - Formal classroom study and experience in the production of school publications, newspapers, and literary magazines form the basis for this course.

Mathematics Courses

Integrated Math I Honors - This honors-level course is the first of three courses in a series that uses an integrated approach to cover the same algebraic and geometric concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. Integrated Mathematics I includes a formal study of linear and exponential functions and their graphical characteristics, advanced statistics, advanced algebraic manipulations, and systems of linear equations and inequalities in the coordinate plane. Also included is a study of transformational geometry that connects transformations in the plane to the formal study of functions.

Integrated Math II Honors - This honors-level course is the second of three in a series that uses an integrated approach to cover the same content standards found in the traditional three course series. Integrated Math II builds upon concepts taught in Integrated Math I with an emphasis on quadratic and polynomial expressions, equations, and functions. This course also focuses on geometric similarity and interpreting functions from a real life context. Students extend previous knowledge of exponential properties to rational exponents. This course also introduces probability of compound events and the complex number system. This course is required to be taken in the same calendar year as Integrated Math IIB.

Integrated Math III Honors - This honors-level course is the third in a series of three courses that uses an integrated approach to teach the same content standards found in the traditional three course series. Integrated Math III builds upon concepts taught in Integrated Math I and Integrated Math II and emphasizes polynomial and rational expressions, equations, and functions. This course has a focus on geometric modeling and using algebra to prove geometric theorems. This course also introduces students to circles, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences.

Pre-Calculus with Trigonometry – Honors - This honor-level Pre-Calculus with Trigonometry course deals with the topics of vectors, analytic geometry, theory of equations, logic and limits. Included in the course are in-depth studies of the conic sections, higher degree equations, sequences and series, and the fundamental theorem of algebra. This course also includes the study of the properties of the trigonometric functions, their graphs and their applications to various mathematical situations including the solution of triangles. Trigonometry has applications in surveying, navigation, construction work and is particularly essential for higher level courses in mathematics and physics. Extended group activities, individual projects and portfolios are incorporated to provide additional measures of student progress

AP Calculus AB - Calculus is the mathematics of change and motion. It is a branch of mathematics that enables solution of two large classes of problems. The first involves finding the rate at which a variable quantity is changing and the second is that of finding a function when its rate of change is given. Emphasis is placed both on the theory of Calculus and on problem solving. The curriculum is based on the course outline recommended by the College Board. Only those schools with College Board Approved syllabi will be allowed to award Advanced Placement credit on transcripts. This course is designed to prepare students for the AP examination. The examination contains questions for which a graphing calculator is necessary.

AP Calculus BC - This course extends Calculus AB and is designed to prepare students for the AP examination. The Calculus BC examination contains all the topics in Calculus AB, as well as advanced topics in integral calculus, and sequences and series. The curriculum is based on the course outline recommended by the College Board. Only those schools with College Board Approved syllabi will be allowed to award five additional points per report card grade and Advanced Placement credit on transcripts. This course is designed to prepare students for the AP examination. The examination contains questions for which a graphing calculator is necessary.

Multivariable Calculus - This course is designed for students who have completed an Advanced Placement Calculus course. It is an extension of the beginning calculus in the AB and BC courses. This course is a survey of Intermediate Calculus topics including hyperbolic functions, parametric equations and polar coordinates, vectors and 3-space geometry, partial derivatives, vector calculus, double and triple integrals and differential equations. The TI-89 graphing calculator will be used exclusively.

AP Computer Science - This course takes an object-oriented approach to the study of computer programming using Java. Students are expected to solve problems that may involve designing or coding a program in Java, manipulating well-known data structures or algorithms, and understanding or implementing large programs written by others. An in-depth study of procedural programming is covered through the analysis of case studies so that students may see practical applications that make use of the programming concepts learned. Another focus of this programming course involves objects that communicate with each other in the form of messages. Data structures like linked lists, queues, stacks, and trees are covered. The curriculum is based on the course outline recommended by the College Board. Only those schools with College Board Approved syllabi will be allowed to award Advanced Placement credit on transcripts. This course is designed to prepare students for the AP examination.

AP Statistics - The purpose of the Statistics AP course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Observing patterns and departures from patterns, (2) Planning a Study: Deciding what and how to measure, (3) Anticipating Patterns in Advance: Producing models using probability and simulation and (4) Statistical Inference: Confirming models. The curriculum is based on the course outline recommended by the College Board. Only those schools with College Board Approved syllabi will be allowed to award Advanced Placement credit on transcripts. This course is designed to prepare students for the AP examination. The examination contains questions for which a graphing calculator is necessary.

Science Courses

Physical Science Honors – Physical Science Honors incorporates a more extensive practice of higher order thinking skills and science process skills in this introductory study of chemistry and physics topics. Honors courses must substantially exceed the content standards and learning expectations of regular courses. Honors courses must incorporate projects, open-ended investigations, technology, and problem solving experiences plus other additional components. This lab science course covers fundamental concepts such as: force, motion, interactions of matter, energy, structure and properties of matter. Students learn the relationships between science and technology and how science affects all life. Hands-on laboratory investigations, individual studies and group activities should constitute a major portion of the learning experience. Conservation of matter and energy is an underlying theme throughout the course. Physical Science will provide the knowledge, prerequisite skills and habits of mind needed for problem solving and ethical decision-making about matters of scientific and technological concern.

Biology I Honors - Biology I Honors deals more extensively with the abstract concepts of biology and incorporates a more extensive practice of higher order thinking skills and science processes. Honors courses must substantially exceed the content standards and learning experiences of regular courses. Honors courses must incorporate projects, open-ended investigations, technology, and problem solving experiences plus other additional components. Students will study the Biology standards in depth. Laboratory activities are designed to provide students with creative problem solving experiences. Credit cannot be awarded for both Biology I and Biology I Honors. All students enrolled in the course will be administered the Biology End of Course test. The test will count as a portion of the final grade for the course.

AP Biology -This course is a continuation and more in-depth study of Biology I and follows the College Board guidelines for AP Biology. This course includes cellular and molecular biology, microbiology, processes of biological investigation with statistical evaluation of data, growth, development and behavior of individuals, science and society, and the literature of biology.

Chemistry I – Honors - Chemistry I Honors deals more extensively with the abstract concepts of chemistry and incorporates a more extensive practice of higher order thinking skills and science process skills. Students will study atomic structure, matter & energy, interactions of matter, and technology & engineering. Honors courses must substantially exceed the content standards and learning expectations of regular courses. Honors courses must incorporate projects, open-ended investigations, technology, and problem solving experiences plus other additional components. Students should explore chemistry through inquiry, hands-on laboratory investigations, individual studies and group activities. Their study should include both qualitative and quantitative descriptions of matter, and the changes that matter undergoes. Students should practice the necessary precautions for performing safe inquiries and activities, and appreciate the risks and benefits of producing and using chemical substances. Chemistry is required for all medical and health-oriented careers, as well as

careers involving agriculture, engineering and homemaking. All students enrolled in the course will be administered the Chemistry End of Course test. The test will count as a portion of the final grade for the course.

AP Chemistry II - This course is designed to meet the College Board requirements to prepare students to take the AP exam, which may result in the awarding of college credit. The course will cover the atomic structure and the interaction of atoms. Students will study stoichiometry, equation balancing, problem solving, states of matter, oxidation-reduction reactions, equilibrium, kinetics, thermodynamics, periodicity of the elements, bonding, basic organic chemistry and environmental chemistry.

Physics I – Honors - Physics, Honors incorporates a more extensive practice of higher order thinking skills and science process skills. Students will study Physics in more depth, as honors courses must substantially exceed the content standards and learning expectations of regular courses. Honors courses must incorporate projects, open-ended investigations, technology, and problem solving experiences plus other additional components. Physics is a laboratory course that deals with the relationship between matter and energy, and how they interact. Students will study mechanics; thermodynamics; waves and sound; light and optics; electricity and magnetism; and atomic and nuclear physics. The major emphasis is concept development through inquiry learning and hands-on laboratory experiences, and concept reinforcement through application activities.

AP Physics I - This course is designed to meet the College Board requirements to prepare students to take the AP exam, which may result in the awarding of college credit. This course expects students to be able to apply pre-calculus and algebra concepts, but not calculus. It stresses problem-solving and laboratory experiences. Topics studied include Newtonian mechanics; fluid mechanics and thermal physics; electricity and magnetism; waves and optics; and atomic and nuclear physics. This course prepares students for careers in life sciences, pre-medicine and other applied science careers.

AP Physics C - This course is designed to meet the College Board requirements to prepare students to take the AP exam, which may result in the awarding of college credit. In the typical course, the first semester is devoted to Newtonian mechanics. Use of calculus in problem solving and in derivations is expected to increase as the course progresses. In the second semester, the primary emphasis is on classical electricity and magnetism. Calculus is used freely in formulating principles and in analytical problem solving. This course is for students planning to specialize in careers in a physical science or in engineering.

AP Environmental Science - This course is designed to meet the College Board requirements to prepare students to take the AP exam, which may result in the awarding of college credit. Students are provided the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, while engaging in laboratory and field investigations. Students are asked to identify and analyze environmental problems, both natural and man-made to evaluate the relative risks associated with these problems, and to examine alternative solutions to resolving and/or preventing them.

Human Anatomy & Physiology- Honors - Human Anatomy and Physiology, Honors incorporates a more extensive practice of higher order thinking skills and science process skills. Honors courses must incorporate projects, open-ended investigations, technology, and problem solving experiences plus other additional components. This lab science course is a systematic study of the human body designed for students considering a career in the health field, as well as taking an active part in their own health and wellness. Students will study the body through models, diagrams and/or comparative studies of the anatomy of other organisms. Students will study anatomical orientation; the body systems that provide protection, support, and movement; integration and regulation; transportation; absorption and excretion; and reproduction, growth, and development. This is a laboratory-oriented course involving detailed dissection and experiences related to human physiology.

Social Studies Courses

World History and Geography Honors - This course emphasizes the content of the standard World History course with additional extended reading assignments, research based projects and writing assignments, open ended investigations with extensive opportunities for critical analysis and problem solving connected with the specified curriculum. The course will fulfill the World History requirement for graduation.

AP Human Geography - The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of 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. On successful completion of the course, the student should be able to: use and think about maps and spatial data, understand and interpret the implications of associations among phenomena in places, recognize and interpret at different scales the relationships among patterns and processes, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections among places. The course will fulfill the World Geography requirement for graduation.

AP European History - The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation and (c) an ability to express historical understanding in writing. The course will fulfill the World History requirement for graduation.

US History and Geography Honors - This course emphasizes the content of the standard U.S. History class while incorporating higher order thinking skills, learning activities and instruction. Such instruction includes research based projects and writing assignments, open ended investigations using critical analysis and problem solving and extended reading assignments connected with the specified curriculum. Students will be administered an end-of-course exam which counts a percentage of the student's grade. The course will fulfill the U.S. History requirement for graduation.

AP US History Recommended - The AP program in U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons

US Government - Students will learn the purposes, principles, and practices of American government as established by the Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students will learn the structure and processes of the government of the state of Tennessee and various local governments. The reading of primary source documents is a key feature of United States Government and Civics standards. All students are required to take Government for graduation.

AP US Government and Politics - The AP Government and Politics: U.S. course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. While there is no single approach that an AP Government and Politics: U.S. course must follow, certain topics are generally covered in college courses. The course will fulfill the Government requirement for graduation.

Economics - Students will examine the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements of the course include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will examine the key economic philosophies and economists who have influenced the economies around the world in the past and present. Informational text and primary sources will play an instrumental part of the study of economics where it is appropriate. All students are required to take Economics for graduation.

AP Micro Economics - The purpose of an AP course in Micro Economics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of role of government in promoting greater efficiency and equity in the economy.

Personal Finance - Personal Finance is a foundational course designed to inform students how individual choices directly influence occupational goals, future earning potential, and long term financial well-being. The standards in this course cover decision-making skills related to goal setting, earning potential, budgeting, saving, borrowing, managing risk, and investing. The course helps students meet the growing complexities of personal financial management and consumer decision making. Upon completion of this course, proficient students will understand how their decisions will impact their future financial well-being.

AP Psychology - The purpose of this elective AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration the psychological facts, principles and phenomena associated with each of the major subfields within psychology and the methods psychologists use in their science and practice. Students also learn about the ethics and methods psychologists use in their science and practice.

African-American Studies - In this elective course students will examine the life and contributions of African Americans from the early 1600's through modern America. Students will explore the influence of geography on slavery and the growth of slavery on the American continent. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise and effects of Jim Crow and trace the impact of African American migration through the early twentieth century. Students will explore the impact of the Harlem Renaissance and the conditions and contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans.

Contemporary Issues - In this elective course, students study various dynamic issues facing today's society enabling them to discover their values and responsibilities as citizens in that society. The course will utilize six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes. Students will utilize different learning methods to research, discuss, debate and formulate opinions on those contemporary issues.

World Language Courses

French I - The emphasis in this course is on developing a solid foundation of listening, speaking, reading, and writing skills within the context of basic topics. Students use the present tense in conversations. They read short narratives as well as some authentic realia from the francophone world and write short personal paragraphs in French. Culture is taught in context. Course guidelines are aligned with ACTFL's National Standards, Tennessee Standards, MNPS Standards, and ACTFL's proficiency scales.

French II Honors - The content of this course is the same as French II with an accelerated pace and more in-depth study. Extended group activities, individual projects, and portfolios should be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards and ACTFL's proficiency scales.

French III Honors - Students review all grammar from French I and II and extend their knowledge to all of the major grammatical and structural items in French. All proficiency skills are enhanced using books, tapes, and authentic Internet sources appropriate to their level. A major focus is improving the students' conversational skills in French. Compositions, picture descriptions, and some immersion experiences will aid in building the students' language proficiencies. Culture is presented in context and is the topic for extended class study. Extended group activities, individual projects, and portfolios may be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards, Tennessee Standards, MNPS Standards, and ACTFL's proficiency scales.

French IV Honors - This course focuses on developing higher proficiency in the French language. Students and teacher use French as extensively as possible. Some literary selections from poetry, short stories, and/or novels are presented in addition to the textbook selections. Authentic materials or realia, tapes, and Internet sources are also used. Class discussions, oral presentations, and technology-based assessments help strengthen the students' listening and speaking proficiencies. Essays and informal writings aid in developing their writing proficiency. Extended group activities, individual projects, and portfolios may be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards, Tennessee Standards, MNPS Standards, and ACTFL's proficiency scales.

AP French Language - This course follows the guidelines of the College Board Advanced Placement French Language course. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Students taking such a course emphasizing the use of French for active communication have the following objectives: the ability to comprehend formal and informal French; the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in French; the ability to compose expository passages; and the ability to express ideas orally with accuracy and fluency. Students are able to express their ideas on a variety of topics including abstract and concrete themes. Course content is aligned with the College Board's expectations of an Advanced Placement French Language course.

German I - The emphasis in this course is on developing a solid foundation of listening, speaking, reading, and writing skills within the context of basic topics. Students use the present tense in conversations. They read short narratives as well as some authentic realia from German culture and write short personal paragraphs in German. Culture is taught in context. Course guidelines are aligned with ACTFL's National Standards, Tennessee Standards, MNPS Standards, and ACTFL's proficiency scales.

German II - Honors - The content of this course is the same as German II with an accelerated pace and more in-depth study. Extended group activities, individual projects, and portfolios should be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards and ACTFL's proficiency scales.

German III - Honors - Students review all grammar from German I and II and extend their knowledge to all major grammatical and structural items in German. All proficiency skills are enhanced using books, tapes, and authentic Internet sources appropriate to their level. A major focus is improving the students' conversational skills in German. Compositions, picture descriptions, and some immersion experiences aid in building the students' language proficiencies. Culture is presented in context and is the topic for extended class study. Extended group activities, individual projects, and portfolios may be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards, Tennessee Standards, MNPS Standards, and ACTFL's proficiency scales.

AP German Language - This course follows the guidelines of the College Board Advanced Placement German Language course. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Students taking such a course emphasizing the use of German for active communication have the following objectives: the ability to comprehend formal and informal German; the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in German; the ability to compose expository passages; and the ability to express ideas orally with accuracy and fluency. Students are able to express their ideas on a variety of topics including abstract and concrete themes. Course content is aligned with the College Board's expectations of an Advanced Placement German Language course.

Latin I - Reading, writing, listening, and speaking skills focus on similarities between Latin and the students' own language (i.e., derivatives, grammar and syntax, vocabulary), while building the ability to read and comprehend continuous Latin. The study of Roman culture, history and mythology, lays a base for appreciating Western culture. Basic forms, syntax, vocabulary and culture are taught by readings in English and in Latin, structured practice, and multi-media presentations and projects. Course guidelines are aligned with the American Classical League, ACTFL's National Standards, Tennessee Standards, and MNPS Standards.

Latin II - Honors - The content of this course is the same as Latin II with an accelerated pace and more in-depth study. Extended group activities, individual projects, and portfolios should be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards and ACTFL's proficiency scales.

Latin III - Honors - Reinforcement of skills developed in Latin I and II continues. Mastery of specialized vocabulary and complex syntax and grammar is emphasized. Less common uses of the subjunctive, impersonal and defective verb forms, and the use of correlatives and idiomatic expressions are introduced. Figures of speech, rhetorical devices, and genre specific forms are studied in context. Students translate and sight read Latin from specific prose authors, such as Cicero, and analyze the author's work and style as a product of his time and the literary tradition. Extended group activities, individual projects, and portfolios should be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with the American Classical League, ACTFL's National Standards, Tennessee Standards, and MNPS Standards.

Latin IV Honors - This course in Latin poetry is designed for the student skilled in Latin, but not yet ready for the rigors of an advanced placement course. Skills developed in Latin I, II and III are thoroughly reviewed and practiced. Selections from Roman poets, such as Vergil, Ovid, or Catullus, are translated and read at sight. Poetic genres (such as epic and lyric), scansion, and forms peculiar to poetry are introduced. Collateral readings and projects emphasizing links to the world of today from Roman history, mythology, and culture continue. Extended group activities, individual projects, and portfolios may be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with the American Classical League, ACTFL's National Standards, Tennessee Standards, and MNPS Standards.

AP Latin - Translation from Vergil's Aeneid, with careful study of the themes, scansion, allusions, figures of speech, and other poetic devices, are studied. The passages translated include, but are not limited to those required by the advanced placement syllabus. The study of the Aeneid as exemplar of the epic genre requires comparative analytic study of the Aeneid, Books IX, X, and other selected epics including, but not limited to the Iliad and the Odyssey. Sight reading, grammar, vocabulary, collateral readings, close analysis of passages and projects are incorporated by the teacher and guided by Vergil advanced placement objectives. Course guidelines are aligned with the American Classical League, ACTFL's National Standards, Tennessee Standards, and MNPS Standards.

Mandarin Chinese I - This course is designed for students with no or very little previous knowledge of Mandarin Chinese (the official language in China). The course focuses on standard pronunciation--Hanyu Pinyin (Romanization system of pronunciation) and practical conversational Chinese. It also introduces basic Chinese characters in simplified version. The instruction and classroom activity are centered on the four basic language skills, listening, speaking, reading, and writing, within the context of basic topics to be covered in the course. On the ACTFL's proficiency scale, students will attain approximately the Novice-Mid in listening and speaking and Novice-Mid in reading and writing. Course guidelines are aligned with ACTFL's National Standards, Tennessee Standards, MNPS Standards, and ACTFL's proficiency scales.

Mandarin Chinese II - Honors - The content of this course is the same as Mandarin Chinese II with an accelerated pace and more in-depth study. Extended group activities, individual projects, and portfolios should be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards and ACTFL's proficiency scales.

Mandarin Chinese III Honors - This course consolidates the language foundation built in the first and second year levels. Students expand their understanding of the target language and culture through more in-depth exposures to realia or authentic learning materials. Beginning levels of literature and poetry are woven into thematic units at this level. A major focus is improving the students' conversational skills and incorporating broader topics of the Mandarin language and culture. Extended group activities, individual projects, and portfolios may be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards and ACTFL's proficiency scales. Course guidelines are aligned with ACTFL's National Standards, Tennessee Standards, MNPS Standards, and ACTFL's proficiency scales.

Mandarin Chinese IV Honors - This course focuses on expanding the students' proficiency in Mandarin. Students and teacher use Mandarin Chinese as extensively as possible. Some literary selections from poetry, short stories, and/or novels are presented in addition to the textbook selections. Authentic materials or realia, tapes, Internet sources are also used. Class discussions, oral presentations, and technology-based assessments help strengthen the students' listening and speaking proficiencies. Essays and informal writings aid in developing their writing proficiency. Through immersion in the language, students further develop all their proficiencies. Extended group activities, individual projects, and portfolios may be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards, Tennessee Standards, MNPS Standards, and ACTFL's proficiency scales.

AP Mandarin Chinese Language - This course follows the guidelines of the College Board Advanced Placement Chinese Language course. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Students taking such a course emphasizing the use of Mandarin Chinese for active communication have the following objectives: the ability to comprehend oral and written Mandarin Chinese; the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Chinese; the ability to compose expository passages; and the ability to express ideas orally with accuracy and fluency. Students are able to express their ideas on a variety of topics including abstract and concrete themes. Course content is aligned with the College Board's expectations of an Advanced Placement Chinese Language course.

Spanish I - The emphasis in this course is on developing a solid foundation of listening, speaking, reading, and writing skills within the context of basic topics. Students use the present tense in conversations. They read short narratives as well as some authentic realia from the Hispanic world and write short personal paragraphs in Spanish. Culture is taught in context. Course guidelines are aligned with ACTFL's National Standards, Tennessee Standards, MNPS Standards, and ACTFL's proficiency scales.

Spanish II – Honors - This course is the same as standard Spanish II with an accelerated pace and more in-depth study. Extended group activities, individual projects, and portfolios should be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards and ACTFL's proficiency scales.

Spanish III – Honors - The students review all grammar from Spanish I and II and extend their knowledge to all major grammatical and structural items in Spanish. Conversational skills are strengthened through projects such as Power Point presentations. Compositions, picture descriptions, and some immersion experiences aid in building the students' language proficiencies. Culture is presented in context and is the topic for extended class study. Extended group activities, individual projects, and portfolios may be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards, Tennessee Standards, MNPS Standards, and ACTFL's proficiency scales.

Spanish IV Honors -This course focuses on expanding the students' proficiency in Spanish through immersion. Students and teacher use Spanish as extensively as possible. Some literary selections from poetry, short stories, and/or novels are presented in addition to the textbook selections. Authentic materials or realia, tapes, Internet sources are also used. Class discussions, oral presentations, and technology-based assessments help strengthen the students' listening and speaking proficiencies. Essays and informal writings aid in developing their writing proficiency. Extended group activities, individual projects, and portfolios may be used to provide measures of student progress. Under the TN Framework of Standards for Honors Courses, students must complete projects under the following categories: 3, 4, 6, 7, and 8. Course guidelines are aligned with ACTFL's National Standards, Tennessee Standards, MNPS Standards, and ACTFL's proficiency scales.

AP Spanish Language - This course follows the guidelines of the College Board Advanced Placement Spanish Language course. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Students taking such a course emphasizing the use of Spanish for active communication have the following objectives: the ability to comprehend formal and informal Spanish; the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish; the ability to compose expository passages; and the ability to express ideas orally with accuracy and fluency. Students will be able to express their ideas on a variety of topics including abstract and concrete themes. Course content is aligned with the College Board's expectations of an Advanced Placement Spanish Language course.

Health & Wellness Courses

Lifetime Wellness - This is a one-year continuous course designed to provide students with a knowledgeable foundation of health and wellness practices and issues. The information learned can assist students in making informed decisions regarding their health and well-being. The course also provides students the opportunity to participate in lifelong fitness activities, individual, and dual sports. All students will receive training in cardiopulmonary resuscitation (CPR) and how to operate an automated external defibrillator (AED). The course includes classroom instruction and physical activity sessions. Successful completion of two years of JROTC substitutes for one credit of Lifetime Wellness.

Physical Education I - This course emphasizes maintenance of fitness through conditioning programs and the mastery of multiple skills related to personal fitness, individual sports, team games, and rhythms. A variety of physical activities will allow students the opportunity to

develop appreciation, enjoyment, and success of physical fitness. The proposed sequential order for teaching fitness skills is safe and effective techniques, warm-up, skill activity and cool-down. Each student will develop a personalized fitness plan. The proposed sequential order for teaching individual sports and team games is the introduction, history, terminology, rules, skills, scoring, and game strategy. The development of skill acquisition will be accomplished through drills and lead-up games. Following the successful demonstration of skills, the students will play the game or engage in the activity. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Documented and equivalent time of physical activity in marching band, JROTC, cheerleading, interscholastic athletics, school sponsored intramural athletics, or any dance class taught by a certificated dance teacher substitutes for ½ credit Physical Education I.

Physical Education II - This advanced course expands upon the information and techniques learned in Physical Education I. This course emphasizes the maintenance of fitness, individual sports, team games, and rhythms. A variety of activities will allow students the opportunity to develop appreciation, enjoyment, and success of physical fitness. At this level, students will develop an enhanced personalized fitness plan. Students will also participate in games and tournaments following refinement of skills acquisition. Students will also develop and present routines for line dancing, step aerobics, or other unit related topics. . Documented and equivalent time of physical activity in marching band, JROTC, cheerleading, interscholastic athletics, school sponsored intramural athletics, or any dance class taught by a certificated dance teacher substitutes for ½ credit Physical Education II.

Fine Arts Courses

General Music - This course is designed for students with no previous experience in music. In this course, students will study and experience the fundamental "Elements of Music." Each week, a new musical element will be explored through articles, videos, online interactives, discussion posts, and hands-on activities. In addition to responding and connecting to music through a historical and practical lens, students will discover and reflect on how the foundational musical elements are experienced in today's modern musical landscape.

Orchestra I-IV - This course is designed for students who can demonstrate competence on their chosen string instrument. Literature of classical and contemporary composers is studied and performed. Students will cover some music theory and music history while becoming more proficient technically and musically. This is a performance-based course and will require After school and/or evening rehearsals and performances may be required

Concert Band I-IV - The first level of concert band is designed for the wind or percussion instrumentalists to improve technique and overall musicianship. In addition to improving playing and performance skills, the student will be required to study historical, multicultural and interdisciplinary perspectives as it relates to music as well as form and style. Music theory will be incorporated into daily lessons and will be tested in a written and performance format. This is a performance-based course and will require students to participate in after school and/or evening rehearsals and performances.

Wind Ensemble I-IV Honors - This course is for a highly select group of advanced wind and percussion musicians that study and perform the best of music written or arranged for wind ensembles and concert bands. In addition to improving playing and performance skills, the student will be required to study historical, multicultural and interdisciplinary perspectives as it relates to music, as well as form and style. Music theory will be incorporated into daily lessons and will be tested in a written and performance format. This is a performance-based course and will require students to participate in After school and/or evening rehearsals and performances may be required. An audition for this course may be required.

Visual Arts I - This elective course offers students studio experiences in drawing, painting, and two- and three-dimensional design with an emphasis on art elements. It incorporates the National Standards for Art Education: understanding and applying media, techniques and processes; using knowledge of structures and functions; choosing and evaluating a range of subject matter, symbols and ideas;

understanding the visual arts in relation to history and cultures; reflecting upon and assessing the characteristics and merits of their work and the work of others; and making connections between visual arts and other disciplines.

Visual Arts II - This elective course is a continuation of study for students who have satisfactorily completed Visual Arts I and see art as an interesting and challenging subject. Studio experiences involve drawing, painting, and two- and three-dimensional design. The components of art history, art criticism and aesthetics are also incorporated into the curriculum, as per the guidelines for the National Standards for Art Education.

Visual Arts III - This elective course is a continuation of study for students who have satisfactorily completed Visual Arts I and II, and see art as an interesting and challenging subject to possibly pursue as a career. There is a continuing focus on art elements with an emphasis on tasks that involve problem solving as well as personal expression and creativity. In addition to art production, the components of art history, art criticism and aesthetics will be incorporated, as per the guidelines for the National Standard for Art Education.

AP Studio Art-Drawing This course will follow the guidelines of the College Board AP Studio Art course. This course is for the advanced art student interested in developing a portfolio with drawing as the concentration.

AP Studio Art-2D This course will follow the guidelines of the College Board AP Studio Art course. This course is for the advanced art student interested in developing a portfolio with two dimensional concentrations.

AP Studio Art-3D This course will follow the guidelines of the College Board AP Studio Art course. This course is for the advanced art student interested in developing a collection of works with a three dimensional concentration.

Theatre Arts I & II & III This course is a study of the elements that comprise the total "theater experience": the script, types of drama, acting, sets, props, lighting, costumes and makeup.

Engineering Courses

Introduction to Engineering (PLTW) - Designed for 9th or 10th grade students, the major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

Principles of Engineering (PLTW) - Principles of Engineering is a course in which students explore the nature of engineering and the skills fundamental to all engineering fields, as well as the role of quality assurance and quality control procedures in manufacturing. Emphasis is placed on actual projects and presentations and the use of modern tools (e.g., CAD). The course can be enhanced by cooperation with local manufacturing facilities, which can provide real measurement data and opportunities for on-site visits to witness engineering tasks and projects, and quality control data collection.