

# **Knoxville Christian School**

## **High School**

### **Course Catalog**

**SY 2025-2026**



As of August 1, 2025

## **State of Tennessee Graduation Requirements**

Total Credits Required: 24.5

Math: 4 credits, including Algebra I, II, Geometry and a fourth higher level math course. Students must be enrolled in a mathematics course each school year.

English: 4 credits. Students must be enrolled in an English course each school year.

Science: 3 credits, including Biology, Chemistry or Physics and a third lab course.

Social Studies: 3 credits, including US History, World History and Geography, US Government and Economics.

Physical Education and Wellness: 1.5 credits. .5 credit for PE and 1 credit for Wellness. PE credit can be earned by participating in a Varsity or Junior Varsity sport for at least one full season.

Personal Finance: .5 credit.

World Language: 2 credits.

Fine Arts: 1 credit.

Computer Science: 1 credit.

Elective Focus: 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, or AP.

Knoxville Christian School Graduation Requirements:

Bible Class: one credit for each year attended for a possibility of 4 credits, which would equal 27 total credits.

## **Tennessee Uniform Grading Policy**

Knoxville Christian School has adopted the TN State Board of Education's Uniform Grading Policy. As a result of this, a students' transcript will have both a weighted and unweighted GPA listed.

For purposes of reporting a student's GPA for post-secondary financial assistance administered by the TN Student Assistance Corporation (TSAC), including the TN Hope Scholarship. Quality points will be assigned above 4.0 for Honors, Advanced Placement (AP), and Dual Enrollment (DE) courses to be added to the student's final semester grade. They will not be used for the purpose of TSAC financial assistance.

### **Unweighted Grades**

Letter Grade	% Required to Earn	GPA Credit
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	59 and below	0

The weighted GPA scale will be used for reporting student grades to colleges and universities, unless they request an unweighted transcript for admissions purposes. This weighted scale will include the addition of quality points above 4.0 for Honors, AP and DE classes.

### **Weighted Grade Additions**

Letter Grade	% Required to Earn	Honors	AP/DE
A	90-100	.5	1
B	80-89	.5	1
C	70-79	.5	1
D	60-69	.5	1
F	59 and below	0	1

\*Example: If a student earns an A in an Honors class, a 4.5 will be added to their GPA calculations. If a student earns a B in an AP or DE course, they will receive a 4 instead of the unweighted 3 for GPA calculation purposes.

### **Advance Placement (AP) Courses**

Knoxville Christian School has discontinued AP courses on our campus, in favor of Dual Enrollment options for our students. The sole exception to this is for students that are advanced in mathematics and elect to take the online AP Calculus BC offering.

## **Honors Courses**

Honors courses are offered on a limited basis by teachers to students that they have identified as capable of working and studying at a level higher than their peers. These students will stay in the CP class, but will be challenged with more assignments, of a more difficult nature and graded to a higher standard. Students that are interested in an honors level course must speak to their teacher for a recommendation and approval.

## **Dual Enrollment**

Dual Enrollment is an educational partnership between Knoxville Christian School and local colleges and universities. The student takes college courses as well as courses at Knoxville Christian School. The student and parents are responsible for selecting the college to attend, select and pass courses, provide written grade reports from the college at the end of every semester; and providing KCS with the students DE schedule prior to the start of each semester.

Students and families are responsible for Knoxville Christian School and DE school tuitions. Financial assistance is available for DE students from the state. Please discuss this and set it up with the college you select to attend DE courses at.

### **Who may participate in DE?**

Junior and Senior students at Knoxville Christian are eligible to participate in a DE program if they have an overall GPA of 3.5 or higher.

### **Potential risks of DE:**

If a student fails a DE course and cannot make it up in time to meet TN High School graduation requirements, graduation will be delayed until the requirements are met.

### **Prerequisites to take DE Courses:**

Parent approval is required.

Student must have an overall unweighted GPA of 3.5 or higher.

Provide own transportation to/from college.

Do not disrupt a KCS class when leaving to attend DE.

Sign in and out in the KCS office when arriving and departing the campus.

### **Expectations of DE Students:**

After the normal Drop/Add a class period, a student may not drop a DE course, and replace it with a similar credit bearing course at KCS.

Attend DE classes on a regular and consistent basis; whether on-line or in-person.

DE students devote the required amount of time to all schoolwork and maintain passing grades at KCS and the DE school.

Communicate with professors and the school as necessary.

Have the DE school promptly report grades to KCS at the conclusion of each semester.

### **NCAA Requirements for College Scholarships in Athletics:**

Refer to **NCAA GUIDE FOR THE COLLEGE-BOUND STUDENT ATHLETE** for information on Division I, II, and III colleges and universities. For additional information, visit **NCAA FUTURE ELIGIBILITY CENTER**

The NCAA form (48-H) lists the course titles and the course numbers of all courses that meet NCAA core course requirements. This form can be completed by each school and sent in to the NCAA Initial Eligibility Clearinghouse. For more information, visit **NCAA 48H COURSES**

#### **Division I:**

To be eligible to compete in NCAA sports during a student's first year at a **DIVISION I** school, that student-athlete must graduate high school and meet **ALL** the following requirements:

##### **Complete 16 core courses:**

- Four credits of English;
- Three credits of math (Algebra I or higher);
- Two credits of natural/physical science, including one credit of a lab science if offered at the student's high school;
- One additional credit of English, math, or natural/physical science;
- Two credits of social science;
- Four additional credits of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy;
- Complete ten core courses, including seven in English, math or natural/physical science before the student's seventh semester. Once the seventh semester has started, a student must have more than ten core courses completed to be able to repeat or replace any of the ten courses used to meet the 10/7 requirement;
- Earn at least a **2.3 GPA** in the core courses;
- Earn an **SAT combined score or ACT sum score** matching the core-course GPA on the Division I sliding scale, which balances the test score and core-course GPA. If a student- athlete has a low test score, a higher core-course GPA is needed to be eligible. If the student-athlete has a low core-course GPA, a higher test score is needed to be eligible.

#### **Division II:**

To be eligible to compete in NCAA sports during a student's first year at a **DIVISION II** school, the student-athlete must meet academic requirements for the core courses, grade point average (GPA) and test scores and meet the following requirements:

##### **Complete 16 core courses:**

- Three credits of English;
- Two credits of math (Algebra I or higher);
- Two credits of natural/physical science, including one credit of a lab science if offered at the student's high school;
- Three additional credits of English, math, or natural/physical science;
- Two credits of social science;
- Four additional credits of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy;
- Earn at least a **2.2 GPA** in the core courses;
- Earn an **SAT combined score or ACT sum score** matching the core-course GPA on the Division II sliding scale, which balances the test score and core-course GPA. If a student- athlete has a low test score, a higher core-course GPA is needed to be eligible. If the student-athlete has a low core-course GPA, a higher test score is needed to be eligible.

### **Division III:**

**DIVISION III** schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play.

While Division III schools do not offer athletics scholarships, 80 percent of Division III student-athletes receive some form of merit or need-based financial aid.

A student who plans to attend a Division III school does not need to register with the NCAA Eligibility Center. Division III schools set their own admission and eligibility standards.

Please be advised that NCAA eligibility requirements are not likely to allow credit for a course taken through recovery credit, even if it is an approved course.

For additional information, visit **NCAA ELIGIBILITY CENTER**. This site will provide information regarding initial-eligibility at NCAA Division I and II member colleges and universities. The NCAA Eligibility Center serves three main constituent groups: prospective student-athletes, high school administrators, and NCAA m

## **COURSE DESCRIPTIONS**

### **BIBLE**

**The goal of our Bible curriculum is that by graduation, students should:**

- Know the **overall narrative of the Bible**
- Understand **major books, people, covenants, and themes**
- Be able to **read Scripture on their own** with basic interpretation skills
- See how the Bible applies to **identity, ethics, culture, and daily life**
- Develop a **personal faith foundation**, not just Bible trivia

**The Bible curriculum is operated on a high school-wide rotation:**

- All grades (9–12) study the **same theme each year**
- A student who enters in any grade will get as much of the cycle as student years allow

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### **Year 1 — Old Testament Survey**

**Focus:** “God’s covenant and redemptive plan”

#### **Content**

- Genesis → Malachi
- Key covenants (Adam, Noah, Abraham, Mosaic, Davidic)
- Law, History, Poetry, Prophets
- Messianic prophecy

**Emphasis by Grade** – Even when different grades are in the same classroom, there is differentiation in instruction.

- 9th: Narrative & comprehension
- 10th: Themes & character studies
- 11th: Theology & covenant connections
- 12th: Christ-centered OT interpretation

### **Year 2 — New Testament Survey**

**Focus:** “Jesus and the birth of the Church”

#### **Content**

- Gospels (distinct purposes)
- Acts
- Pauline Epistles
- General Epistles
- Revelation (theological themes)

### **Major Themes**

- Kingdom of God
- Salvation
- Church mission
- End times (hope-focused)

### **Year 3 — Theology & Christian Living**

**Focus:** “What we believe and how we live”

#### **Topics and focus of study**

- Doctrine of God
- Doctrine of Christ
- Holy Spirit
- Salvation
- Church
- Scripture
- Christian ethics

#### **Application Areas**

- Identity
- Relationships
- Technology
- Sexuality
- Justice
- Suffering

### **Year 4 — Worldview, Apologetics & Faith in Culture**

**Focus:** “Why we believe and how we engage the world”

#### **Topics and focus of study**

- Biblical worldview
- Competing worldviews
- Apologetics (existence of God, reliability of Scripture)
- Faith & science
- Faith & culture
- Calling and vocation
- Living out faith after graduation

**Supplements to reinforce the Bible curriculum during the school year**

- Yearly scripture memory plans
- Cross-grade chapel alignment
- Service-learning integration
- Journaling or spiritual formation practices

**ENGLISH LANGUAGE ARTS**

**English as a Second Language (ESL)**

**Credit: 1**

**Prerequisite: None**

ESL is designed for International Students with remedial to intermediate English skills in grades 9-12. The curriculum will include English grammar and language use, writing, literature studies, and vocabulary development. These will all aid in the development of the student's development of writing, reading, listening, and speaking of the English language. Students will develop oral presentation skills, study skills, and internet research skills as part of their preparation to integrate into an English class.

**English 9:**

**Credit: 1**

**Prerequisite: Successful completion of 8<sup>th</sup> Grade English.**

English 9 is designed for students at or near grade level in language, grammar and reading. This course will have an emphasis on writing but will include some literature. The curriculum includes the study of grammar and language, note-taking skills, research skills, composition skills, independent reading, computer skills, and vocabulary. Independent reading is an integral part of the year-long course of study.

**English 9 Honors:**

**Credit: 1**

**Prerequisite: An 88% or higher in last English class and that teacher's recommendation on demonstrated ability, and work ethic.**

Honors English 9 is for students that are functioning above grade level in language and reading and have met the prerequisites for enrollment. Course objectives include the following: improve and strengthen vocabulary, command of grammar in writing, write using complex sentences, phrases, and layers of adjectives and adverbs correctly; provide opportunities to write in different formats (research paper, essay, critique, etc), with an emphasis on historical research, and to develop abilities to write thesis-based papers. Independent reading is an integral part of the year-long course of study as it is in English 9.

**English 10:**

**Credit: 1**

**Prerequisite: Successful completion of English 9.**

This course is for students that have demonstrated an average or above average ability to perform on grade level in English skills. This course has a heavy emphasis on literature. The curriculum includes further development in literary analysis, vocabulary development, grammar, and English composition. Students will read, discuss, analyze, and synthesize their assigned readings. Students will demonstrate mastery of these skills by discussion, public speaking, demonstration, and writing. Across all writing formats, students will develop a central idea, maintain a coherent focus in their writing, and elaborate on points that they make, with well documented and relevant supporting examples, facts, and details.

**English 10 Honors:**

**Credit: 1**

**Prerequisite: Score an 88 or higher in previous English class, score 18 or greater on the Pre-ACT 8/9, and last English teacher's recommendation on demonstrated ability, and work ethic.**

English 10 Honors is based upon the same general description as English 10. It will expand on the standard course, and the rigor and student expectations will be increased.

**English 11, American Literature:**

**Credit: 1**

**Prerequisite: English 9 and 10.**

English 11 is for students that have successfully demonstrated an average to above average understanding and ability of English 10 and to perform at, near or above grade level. This course focuses on American Literature as the primary tool to capture student's interest and equip them to be successful readers and writers. Students will closely read and analyze a variety of literary selections as well as informational texts and communicate this analysis through discussion, presentation, and writing tasks. Students will develop a central theme, maintain a coherent focus, and elaborate on points they make using detailed and well documented examples, facts, and details.

**English 11, American Literature Honors:** **Credit: 1**  
**Prerequisite: English 9 and 10, a grade of 88% or higher in last course taken, and a score of 18 or higher on the Pre-ACT 8/9.**

English 11 Honors follows the same general format as English 11. It will expand on the standard course, and the rigor and student expectations will be increased.

**English 12, British Literature:** **Credit: 1**  
**Prerequisite: English 9, 10 and 11.**

English 12 is for students that have successfully demonstrated an average or above average ability to perform on grade level in all English tasks. The curriculum includes further development of analytical, composition and research using British Literature as the primary tool, to continue preparation for college English.

**Dual Enrollment English 1010** **Credit: 1**  
**(3 college credit hours earned through the school taken at)**  
**Prerequisite: Must meet DE criteria listed in this catalog.**

This course is the study and practice of expository and persuasive writing. Topics include critical reading, and writing essays, with emphasis on research, writing processes and effective formatting. This is a General Education course transferable within the TN Board of Regents.

**Dual Enrollment English 1020** **Credit: 1**  
**(3 college credit hours earned through the school taken at)**  
**Prerequisite: Must meet DE criteria listed in this catalog.**

This course is analytic writing based on the study of literature; study and practice of research writing.

## **MATHEMATICS**

**Algebra I** **Credit: 1**  
**Prerequisite: MS Pre-Algebra.**

In Algebra I, students deepen their understanding of linear and quadratic expressions, equations, and functions while also broadening their exposure to include polynomial, rational, and exponential situations. Students will be encouraged to approach problems graphically, analytically, numerically, and contextually. Students will be instructed on how to use technology appropriately, as an aid, not as a replacement to algebraic thinking.

**Geometry** **Credit: 1**  
**Prerequisite: Algebra I.**

Geometry expands on previously explored topics (points, lines, angles, triangles, polygons, circles, 3-dimensional solids, and coordinate geometry) and explores each in greater detail through the lenses of transformation, construction, and proof. Tools such as logic, inductive and deductive reasoning are developed as students explore similarities, congruence, and geometric modeling. Trigonometry is introduced and used to solve problems in context.

**Algebra II****Credit: 1****Prerequisite: Algebra I, Geometry.**

Algebra II focuses on polynomial, rational, and exponential/logarithmic expressions, equations, and functions. It also introduces students to the complex number system, the unit circle, sequences/series, and foundational topics in the study of statistics. As in Algebra I, students will be encouraged to approach problems graphically, analytically, numerically, and contextually and will be taught to use technology appropriately, not as a replacement for algebraic thinking, but as an aid to it.

**Pre-Calculus****Credit: 1****Prerequisite: Algebra I, Geometry, Algebra II.**

Pre-Calculus will build on the foundation of math laid in Algebra and Geometry courses by reviewing as well as advancing the material with an eye toward collegiate Calculus courses and a more thorough investigation of trigonometry. This class is intended for students who think they will attend a 4-year college in order to prepare them for the rigors of college mathematics, and students should expect homework most nights. Career pathways include those in the STEM and medical fields. A 19 or higher on the math section of the ACT is recommended.

**AP Calculus BC****Credit: 1****Prerequisite: Algebra II, Geometry, Pre-Calculus.**

An average of 88% or greater in Pre-Calculus, and teacher recommendation on ability level and work ethic. A score of 19 or greater on the ACT Math section is also preferred. A strong ability to work individually is necessary to take this course, as it is provided in an online format through an education partner-**Shmoop**. The course is self-paced and may be completed as rapidly or slowly as the student desires.

In this course, we will cover everything related to limits and derivatives that you'll be expected to know for the AP Calculus BC exam. Here's a little more detailed run-down of what you can expect to see in the first semester.

- Everything in calculus is a limit so we'll start there. We'll run through what a limit is, and a handful of techniques we can use to see what they come out to be.

- Next up, we'll use limits to study continuity. You've seen plenty of continuous functions during your algebra and pre-calculus days, but now we'll put everything in the context of limits.
- The last four units of this semester are all about derivatives. We'll start by using limits to relate them to average rates of change and show what they can tell us about how a function is changing at a single point.
- Then it's on to the fun part: applications of derivatives. We'll use derivatives to construct pretty accurate graphs of functions and solve applied problems.

In the second semester of this course, students will be introduced to the following:

- We'll start with an overview of integration, a technique for finding the area under a curve.
- Then we'll use everything we've learned about integration to find the lengths of curves and volumes of 3D solids. We'll even introduce polar and parametric functions, so we can produce graphs that look a lot more impressive than what we can do with plain old functions of  $x$  and  $y$ .
- The applications of integration don't end there, though. By integrating a function's derivative over an interval, we'll see the net change in the function over that interval. That idea can be applied to a whole host of situations.
- Then we'll do a complete 180 and see what happens when we decide to add up infinitely many numbers in an infinite series. Believe it or not, sometimes an infinite sum like this can converge to a finite number.
- If you're wondering what that last point had to do with calculus, the final unit will bring it on home. That's where we'll represent infinitely differentiable functions as infinite series and use this new representation to approximate function values and definite integrals.

This course differs from AP Calculus AB in that it covers more material to prepare a student for college level calculus. It addresses the following curriculum not addressed in the AB level course:

- Advanced integration techniques, including integration by parts and partial fraction decompositions
- Improper integrals
- Integrals and derivatives with polar and parametric functions
- Arc length
- Logistic growth
- Sequences and infinite series
- Power series representations of differentiable functions

**TN Bridge Math**

**Credit: 1**

**Prerequisite: 3 prior HS Math courses completed successfully.**

Bridge Math is for the Senior student that is not particularly strong at mathematics and needs a refresher prior to attending post graduate education. In the Tennessee Bridge

Math course, we'll take you through all the New TN Bridge Standards, including the following:

- The Real Number System
- Quantities
- The Complex Number System
- Seeing Structure in Expressions
- Arithmetic with Polynomials and Rational Expressions
- Creating Equations
- Reasoning With Equations and Inequalities
- Interpreting Functions
- Similarity, Right Triangles and Trigonometry
- Circles
- Geometric Measurement and Dimension
- Modeling with Geometry
- Interpreting Categorical and Quantitative Data
- Conditional Probability and the Rules of Probability

This will be accomplished online through introductions, readings, click-through examples, and loads of practice problems. It's a little bit of this and a little bit of that, but by the end, you'll be where you need to be in all things high school math.

#### **Dual Enrollment Math:**

Dual Enrollment makes many different University level math courses available to the DE student. Check with the college that you intend to do DE with for their offerings and ask if they meet HS graduation requirements as well as college credit.

## **SCIENCE**

### **Biology**

**Credit: 1**

#### **Prerequisite: Physical Science**

This Biology course is designed to describe and understand all living organisms in our surroundings, as well as ourselves. This course introduces students to God's design in and of all living things. It is an inquiry-based course. Topics covered in the course include the nature of science, cellular biology, biochemistry, biotechnology, microbiology, genetics, evolution, ecology, invertebrates, and vertebrates. The course emphasizes written communication, critical thinking skills and lab experience.

### **Chemistry**

**Credit: 1**

#### **Prerequisite: Physical Science, Biology, Algebra 1.**

Chemistry focuses on understanding the fundamental nature of matter in all of its forms. Math and laboratory skills are a focus in this class. Students begin to understand the the

complex interaction of chemicals and chemical processes. Topics covered in this course include measurements, atomic structure, the periodic law, chemical bonding, chemical reactions, stoichiometry, properties of gases, liquids, and solids, solution chemistry, acids and bases, kinetics, and oxidation-reduction reactions. This study is done using an inquiry-based approach.

**Physics**

**Credit: 1**

**Prerequisites: Biology, Chemistry, Algebra I, Geometry.**

Physics is a laboratory science-based course that is conducted using an inquiry-based approach. The course examines the relationship between matter and energy and how they react to each other. The Bible records that in the beginning (Time), God created the heavens (Space) and the Earth (Matter). So, the universe itself is a three in one of sorts, thereby reflecting its Maker. The logical, orderly way the universe behaves is also a reflection of the One who made it and sustains it by the word of His power. The course covers the basic concepts, principles, and history of Physics. Course topics will include 2-dimensional and 3-dimensional motion, mechanics, heat, light, sound, electricity, magnetism, and modern Physics.

**SOCIAL STUDIES**

**World History and Geography**

**Credit: 1**

**Prerequisite: None**

Students in this course will study the history of humankind with a focus from the Age of Absolutism (c. 1650) to the present day. Students will study the rise of the nation-state in Europe, the French Revolution, as well as the economic and political roots of the modern world. They will examine the impact and consequences of the Industrial Revolution, political reform, and imperialism. They will examine the causes of the great military and economic events of the past century. Students will explore geographic influences on historical events.

**US History**

**Credit: 1**

**Prerequisite: None**

US History is a comprehensive study from Reconstruction to the present day. Students will examine the causes and consequences of America's growing and changing role in world diplomatic relations. Students will study the important social, cultural, economic, and political changes that occurred during the twentieth century. Students will use skills for historical and geographical analysis as they delve into American history. Students will use the text and read other primary source documents to examine the major events in American history. Various people throughout time have set examples that have followed God's standard while some of these influential humans have not done so. Studying these will demonstrate God's truth in our lives and help them develop morals, values, and principals that will aid them in developing their life's history.

**Government**  
**Prerequisite: None**

**Credit: .5**

Students will study the foundations, purposes, principles, and practices of United States government as established by the US Constitution and its amendments. The course will conduct an overview of local, state, and federal government structures, roles, functions, and processes based on constitutional foundations. This course will also examine an individual's civic duties and responsibilities, political parties, and the election process.

**Economics**  
**Prerequisite: None**

**Credit: .5**

Economics covers the fundamental economic principles of American manufacturing and marketing techniques and emphasizes how the consumer is affected. Students will examine the allocation of scarce resources, economic reasoning used by government agencies, industry, and individuals 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, gross national product, national income determination, money and the role of financial institutions, economic stabilization, and trade.

**Physical Education**

Note: Students must complete one-half (½) credit in Physical Education. This requirement may be met by substituting a documented and equivalent time of physical activity by participating in interscholastic athletics.

The 1/2 credit Physical Education requirement may be satisfied by the following:  
One Physical Education elective course (1 credit) 65 hours of documented physical activity outside of the school day in other school-related areas such as:  
• KISL approved sports

The 65 hours must be completed during one school/academic year, which includes the summer prior to the beginning of a school year. Upon completion of the 65 hours of physical activity, credit in Activity PE with a grade of 'Pass' will be recorded on the student transcript. Documentation of hours is the responsibility of the teacher/coach supervising the activity.

**HS Physical Education**  
**Prerequisite: None**

**Credit: .5**

**HS Physical Education:** Physical Education is a one-unit elective course. The goal of Physical Education is to provide a variety of activities through four strands: Health Related Fitness; Individual Sports; Team Sports; and Basic Gymnastic Fundamentals. Each unit within the strand will be designed to teach the basic skills, rules and strategies necessary to understand and perform a variety of physical activities.

**Lifetime Wellness**

**Credit: .5**

**Prerequisite: None**

The goal of Lifetime Wellness is for students to learn a lifelong process of positive lifestyle management that seeks to integrate the emotional, social, intellectual, and physical dimensions of self for a longer, more productive and higher quality of life. The course consists of the following state standards: Disease Prevention and Control; Mental Health; Nutrition; Physical Fitness and Related Skills; Safety and First Aid; Sexuality and Family Life; and Substance Use/Abuse.

**State Mandated Elective Courses**

**World Language**

**Spanish I**

**Credit: 1**

**Prerequisite: None**

Spanish I: Level 1 is recommended for students in the ninth grade. The goal for Level 1 students is to perform at the Novice High proficiency level across the three modes of communication. Level 1 students demonstrate cultural and intercultural competency in the Novice range.

**Spanish II**

**Credit: 1**

**Prerequisite: Spanish I**

Spanish II: The goal for Level 2 students is to perform at the Intermediate Low proficiency level across the three modes of communication and demonstrate cultural and intercultural competency in the Intermediate range.

**Computer Science**

**Introduction to Computer Science**

**Credit: 1**

Students will learn basic coding principles such as if/else statements, loops, and functions. They will learn about the basics of web design, including the use of HTML and CSS to create web pages. They will learn about cyber security, careers in information technology, identifying computer hardware, and other topics related to

computers and information technology. This course is web based and students will complete these tasks in a virtual environment; it is hands-on activity based.

### **Elective Course Offerings (By Discipline)**

\*Not all elective courses will be offered each year. Some of these elective courses are on a rotational basis.

#### **ELA/Fine Arts**

##### **Creative Writing**

**Credit: 1**

In Creative Writing, students will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and nonfiction. Creative writing allows students to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format.

##### **Theater/Drama 1**

**Credit: 1**

This class covers all elements that a student will need to know to be an active participant in a theatrical production. Some potential tasks and projects a student may participate in this course include: monologues, group scenes, pantomime, improvisation, scene design, and set design.

##### **Yearbook/Photography**

**Credit: 1**

The yearbook portion of the class is mostly conducted and completed during the first semester; with some tasks completed in the second semester. This is a work-based learning class. It is intended to provide students with opportunities to apply the skills and knowledge learned in prior classes to include ELA to produce a professional product. Students will develop a yearbook theme, photograph school events, write captions, interview students and faculty members for yearbook quotes and articles, and prepare the yearbook layout for the printer.

In the second semester, students will concentrate on photography. Course emphasis will include: and understanding the camera, the history of photography, lenses, digital printmaking, introduction to digital photography. The course will be heavy on photo assignments.

### **Creative Arts (Visual Art and Music)**

##### **Visual Art 1**

**Credit: .5**

Art I is a one-unit survey course designed for students in grades 9-12 who are enrolling in a high school art course for the first time. Provides a variety of experiences that build on the concepts, techniques, and use of media introduced in the middle school program. Generally, laboratory in nature, Art I explores and gives experience in two-

dimensional (drawing, painting, printmaking) and three-dimensional (sculpture, ceramics, textiles) formats and integrates art history, design principles, and aesthetic criticism and response.

**Advanced Band****Credit: 1****Awaiting description****Beginning Guitar****Credit: .5**

Students will learn how to play the guitar through proper right-hand and left-hand technique, proper playing position, reading music, and understanding how the mechanics of the instrument work. Sample projects and tasks students might complete: at the end of the course, students will be able to play melodies, harmonies, chords, and rhythms. Students will learn how to read and play music, chords, major scales, and major and minor pentatonic scales. Students will learn different strumming patterns, play along with songs, create original songs, and learn some improvisational skills.

**Music Appreciation****Credit: 1**

Music Appreciation is an introduction to music through an aural study of compositions by major composers of each historical period. Emphasis is on exploring the variety of styles of each period and the development of basic listening skills. Styles and historical periods are from Renaissance to the 20<sup>th</sup> Century, including theatre, country, and popular music.

**Music Creators****Credit: .5****Awaiting description****Musical Instrument Study****Credit: .5**

Provides opportunity for individuals and/or small group study in (1) class piano, (2) class guitar, (3) handbells, (4) brass instruments, and (5) percussion instruments to include improvised buckets. The teacher will use music and materials appropriate for the individual and/or small group ability levels. Class offerings are limited to the availability of instruments and equipment at the school.

**Science, Technology, Engineering, and Mathematics****Anatomy and Physiology****Credit: .5**

**Prerequisite: Biology**

Anatomy & Physiology is a study of the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels.

Students explore the body through laboratory investigations, models, diagrams, and/or comparative studies of the anatomy of other organisms. Content includes the study of the structure and function of cells, tissues, organs, and body systems.

**Forensic Science 1****Credit: .5****Prerequisite: Anatomy & Physiology**

Forensic Science is a hands-on laboratory and project-based learning course that will lead the student through a foundation of law and criminal justice, history of forensics, and modern scientific advances in the field. Hair, fibers, DNA, ballistics, serology, poisons, drugs, arson, explosions, fingerprinting, forgery, and entomology are studied in detail. The scientific method, data analysis, and powers of observation and critical thinking to solve a problem are addressed in all aspects of the course.

**Audio Visual Technology I****Credit: 1****Prerequisite: N/A**

A/V Technology I is a course for students interested in A/V (audio/visual) production occupations. Upon completion of this course, proficient students will be able to explain and complete the phases of the production process including pre-production, production, and post-production. Students will establish basic skills in operating cameras, basic audio equipment, and other production equipment. Standards in this course include career exploration, an overview of the history and evolution of A/V production, and legal issues affecting A/V production. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

**Audio Visual Technology 2****Credit: 1****Prerequisite: A/V Technology 1**

A/V Technology II is the second course in the A/V Technology program of study intended to prepare students for a career in audio/visual production. Building on knowledge acquired in A/V Technology I, this course advances technical skill in utilizing industry equipment related to lighting and audio, and it places special emphasis on the research and technical writing involved in planning productions. Upon completion of this course, proficient students will be able to plan, capture, and edit research-based productions of increasing complexity, individually and through collaboration in teams. In addition to more robust career preparation, standards in this course include an

investigation of concerns affecting A/V production businesses, such as ethical and legal issues, technology, funding, and the organization of professional roles in various industries. 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. Prerequisite(s): A/V Production I.

### **Social Studies**

#### **Americans at War**

**Credit: 1**

In Americans at War, students will examine the causes and consequences of the American Revolution, the War of 1812, the Mexican American War, Indian Wars, Civil War, Spanish-American War, and World War I. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences for American life. Students will explore the causes and course of the Cold War, which led to the United States involvement in Korea and Vietnam.

Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since the American Revolution. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents and secondary sources is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society that relates directly to the topic of this course.

#### **Tennessee History**

**Credit: 1**

Students will examine the history of Tennessee, including the cultural, geographic, economic, and political influences upon that history. Students will discuss Tennessee's indigenous peoples as well as the arrival of Euro-American settlers. Students will analyze and describe the foundation of the state of Tennessee. Students will identify and explain the origins, impact, and aftermath of the Civil War. Students will discuss the rise of a manufacturing economy. Finally, the students will examine and discuss the Civil Rights Movement and Tennessee's modern economy and society.

### **Business**

#### **Christian Entrepreneurship/Intro to Business**

**Credit: 1**

Introduction to Business & 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. Sample projects and tasks that students might complete: examine economic indicators for a country, develop a business plan, marketing plan, and financial plan for a business, conduct career research, examine financial statements, and apply ethical decision making.