The arts, sciences, humanities, physical education, languages and maths all have equal and central contributions to make to a student's education. Ken Robinson
The purpose of this guide is to help students and parents better understand the content and progression of courses in the CSAS curriculum. It includes descriptions for high school courses. Students and parents should read the course descriptions carefully so that course selection during preregistration is complete and accurate.

The same core curriculum is required of all students; however, each student may move through the progression in certain subject areas at his or her own pace. The placement of a student in a level of a core subject area is made primarily on the basis of current teacher recommendations. Elective courses are available at the high school level, including a choice of fine arts courses (music and art) and more advanced courses in core subjects.

CSAS’ academic year is divided into two block-scheduled terms. During each term, students complete four courses, usually including one or more electives. Each course meets four days per week for 85 minutes and one day for 60 minutes.

*Here then are the three common callings to which all our children are destined: to earn a living in an intelligent and responsible fashion, to function as intelligent and responsible citizens, and to make both of these things serve the purpose of leading intelligent and responsible lives—to enjoy as fully as possible all the goods that make a human life as good as it can be.*

-Mortimer Adler, The Paideia Proposal

**Guidance Office:**
Rena Walton, Counselor 6th-9th
Laura Lewis, Counselor 10th-12th
Dominique Blackburn, Registrar
Jenny Wells, College & Career Advisor
### Schedule Request Notes***:

<table>
<thead>
<tr>
<th>Block</th>
<th>1st Semester</th>
<th>2nd Semester</th>
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<tbody>
<tr>
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<tr>
<td>7</td>
<td>HOMEROOM</td>
<td>HOMEROOM</td>
</tr>
</tbody>
</table>

***Schedule Requests are not guaranteed. Teacher requests are not accepted. This is a request pending course availability and class seating.

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I don't think that scheduling is uncreative. I think that structure is required for creativity. -Twyla Tharp
Graduation Requirements for Chattanooga School for the Arts and Sciences

**English:** We offer: Honors English 9, 10, 11, 12

**Math:** Minimum of 4 Math Credits. We offer: Honors Algebra 1, Honors Geometry, Honors Algebra 2, Applied Mathematical Concepts, Honors Pre-Calculus, DE Probability and Statistics, Honors Calculus, AP Computer Science Principles. Per the State of Tennessee Department of Education, students must enroll in a math class each year in grades 9-12.

**Science:** We offer: Physical Science, Honors Biology 1, Honors Chemistry 1, Honors Physics plus one additional laboratory science class.

**Social Studies:** We offer: Honors World Geography, Honors World History, U.S. American History, Honors Economics and Honors U.S. Government and Civics

**Fine Arts:** A minimum of two Fine Arts classes in Music (Band, Choir, Strings) and/or Art.

**Foreign Language:** Potential to earn 4 credits in French or Spanish. Foreign language track remains the same language for each school year enrolled.

**Wellness:** 1 credit in P.E.; 1 credit in Wellness

**Electives:** 4-8 Credit earning potential. Electives cannot be repeated year after year to replace a grade.

**Seminar:** 0.25 credit each year required for graduation.

**Senior Project:** 1 credit in Senior Project

**Community Service:** 100 student volunteer hours required for graduation***

**9th** grade: 10 hours, **10th** grade: 10 hours, **11th** grade: 30 hours; **12th** grade: 50 hours.

*** 100 hours minimum. Hours accumulate, but do NOT roll over. Running totals are kept on record. Each student is required to complete minimum grade level hours each school year of attendance.
Graduation Requirements
Semester 1: August-December/Semester 2: January-May
Minimum 28 Credits to Graduate

8th Grade Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Potential Credits Earned</th>
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<tr>
<td>Fine Arts (Art, Band, Choir, Strings)</td>
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<tr>
<td>Algebra 1</td>
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<tr>
<td>Foreign Language (French, Spanish)</td>
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<tr>
<td>Physical Science</td>
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<td><strong>Total</strong></td>
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9th-12th Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Potential Credits Earned/yr.</th>
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<tbody>
<tr>
<td>English (Honors 9,10,11,12)</td>
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<tr>
<td>Math</td>
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<tr>
<td>Science</td>
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</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language (French, Spanish)</td>
<td>3</td>
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<tr>
<td>Fine Arts (Art, Band, Choir, Strings)</td>
<td>2</td>
</tr>
<tr>
<td>Seminar (.25 credits/school year)</td>
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<tr>
<td>Electives*</td>
<td>4-8</td>
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<tr>
<td><strong>Total</strong></td>
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End of Course Exams (EOC)

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<thead>
<tr>
<th>Course</th>
<th>Grade Level(s) Examined</th>
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<tbody>
<tr>
<td>English</td>
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<td>Science</td>
<td>9th, 10th</td>
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<tr>
<td>Math</td>
<td>8th, 9th, 10th, 11th</td>
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</tbody>
</table>

Community Service Student Volunteer Hours

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Hours Required</th>
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<tbody>
<tr>
<td>9th</td>
<td>10</td>
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<td>10th</td>
<td>10</td>
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<tr>
<td>11th</td>
<td>30</td>
</tr>
<tr>
<td>12th</td>
<td>50</td>
</tr>
</tbody>
</table>
ENGLISH: English is a four-year required course of study for all high school students. The focus is on enhancement of communications and thinking skills through reading, writing, speaking and listening. Summer reading text(s) are required for these courses in preparation for the upcoming school year. Titles are made available to students on the school website.

Credit earning potential: 1/year

Honors English 9: (#133001) The ninth grade English syllabus is comprised of three major parts: literature, composition and grammar. The students study different genres (drama, short story, novel and poetry) using both classical and contemporary selections which include, in part, Animal Farm, Romeo and Juliet, The Pearl and excerpts from The Odyssey.

Honors English 10: (#133002) In the tenth grade, students read selections of European and non-Western fiction, drama and poetry. The course includes works by Euripides, Shakespeare, Ibsen and others. Writing assignments include argumentative essays and projects on the core literature: 1984, Laughing Boy, Macbeth, Medea, Julius Caesar, A Doll’s House and All Quiet on the Western Front.

Honors English 11: (#133003) The eleventh grade curriculum is a chronological approach to American literature and history. The course is designed to explore American culture while emphasizing the development of American non-fiction, poetry, drama, visual art and philosophy. The curriculum includes Franklin, Hawthorne, Whitman, Melville, Twain, Dickinson, Faulkner, Hemingway, Fitzgerald, Frost, Welty, Morrison and Walker. Emphasis is placed on clarity, precision, and frequent revision. Students explore argumentative essays, research writing, and oral presentation through their American Dream speech and research paper.

Writing the perfect paper is a lot like a military operation. It takes discipline, foresight, research, strategy, and, if done right, ends in total victory. - Ryan Holiday
Honors English 12: (#133005) The twelfth grade is a continuation of the world literature curriculum, but with emphasis on British Literature. The core works, Beowulf, Grendel, Canterbury Tales, Hamlet and Rosencrantz and Guildenstern Are Dead are complemented by the study of plays, poetry, epic excerpts, essays and literary critiques. A research component is included as a mid-term project. Emphasis is placed on the elaboration of ideas, and students have options for many of their writings. The students also work on greater proficiency in their writing with an emphasis on clarity, precision and revision.

Creative Writing (#103012) Grade Level: 9, 10, 11, 12 (Elective Course: credit earning potential: 1)
This course is for students who are passionate about reading and writing. Students will focus on creative writing and have an opportunity to express themselves in personal journals, narratives, short stories, and poems. Students will collect ideas for writing and will work cooperatively to develop, edit, and publish their written pieces. Students will be required to enter two creative writing contests and will submit pieces for non-competitive publication or a combination thereof.

World Studies in Philosophy (#183499) Grade Level: 11, 12 (Elective Course: credit earning potential: 1)<Approved course name/number in PowerSchool SY 19/20: IB Philosophy I HL/IB Philosophy I SL 106255/106257>
This elective is an intense study of the literature and philosophy of cultures from around the world and throughout history. In the course, which is modeled on introductory college Western and Eastern Civilization classes, students will conduct in-depth explorations of some of the world’s most influential philosophies and writings, from Babylon to Beijing, and from ancient to modern times. Students will analyze various genres in a variety of visual, written, and oral contexts, including group and individual projects, seminars, essays, and presentations. The course is primarily for students passionate about philosophy and literature, and who wish to expand their knowledge beyond what is offered in the required English course work.

All good writing is swimming under water and holding your breath.
—F. Scott Fitzgerald
Intro to Philosophy and Ethics #113497 (Elective Course) Credit earning potential: 1/school year
Grade Level: 11, 12 ONLY (Sophomores with 3.5 GPA and teacher letter). **Teacher Approval REQUIRED** (Signature of 10th or 11th grade English or Social Studies teacher)

**Parent Signature: REQUIRED**
This elective course is an intense introduction to both Western and Eastern Philosophies. We will explore the history of key philosophical ideas covering a stretch of 2,500 years and spanning the globe, and focusing on key figures from Confucius to Camus. We’ll dig in to how these ideas emerged, how they work, and what influence they have had. We will explore important philosophical ideas such as the nature of existence and knowledge, ethical theories, the value of art, what makes one human, and what happens next for mankind. The emphasis in the class will be on primary source readings and Socratic discussions.

**FINE ARTS**
(Semester-long courses).
Credit earning potential: 1/school year)

___Visual Art I (1)* (# 94103501) Grade Level: 9, 10, 11, 12
This foundation art course is designed to concentrate on the development of basic art skills in the visual arts through studio experiences, art history, criticism and aesthetics. Basic drawing techniques are emphasized and various problems in illusionistic 3-dimensional drawing and perspective are addressed. In addition, basic painting techniques and color theory are introduced as well as experiences in ceramic sculpture and modern 2-dimensional design. The study of traditional, modern and contemporary art forms through the course brings out subjects, themes, and styles that relate to the past and to the present.

___Visual Art II (2) (#94103502) Grade Level: 10, 11, 12
Prerequisite Art I
This course is designed to expand the knowledge and concepts studied in Art I. Art II will expose the student to a wide variety of media, techniques, and styles. Emphasis will be placed on color theory and a variety of painting styles, utilization of design elements and principles in creative and experimental expressions of nonobjective art, as well as exploration of sculptural styles and artist. Continued exposure to art history and the development of art criticism skills will further enhance the student’s understanding and aesthetic awareness of art.
__Visual Art III (3) – Drawing (#103503)
Grade Level: 11, 12 Teacher Approval REQUIRED
This is an upper level studio art course that examines drawing both as an act of creating independent works of art and as a preparatory process in the creation of a finished work. Through the study of important artists and from both direct observation and improvisation, students manipulate the elements of design as they relate to drawing. Experimental and creative uses of traditional and nontraditional drawing materials are explored as students move from an emphasis on techniques to conceptual skills involving personal ideas and interpretation.

__Visual Art III (3) – Pottery (#103503)
Grade Level: 11,2 Teacher Approval REQUIRED
Play in the dirt! Learn about the art and science of clay by creating original three-dimensional ceramic works and firing them in the kiln. Learn about functional and art pottery, make tools and molds, explore different surface treatments including glazing, examine the role of clay throughout history, and critique and display your work. Students should have completed Art 1 before taking this course.

__Visual Art IV (4) – Painting (#103504)
Grade Level:11,12 Teacher Approval REQUIRED
This is an upper level studio art course that covers basic materials and techniques of a variety of painting media. Both technical skills and personal interpretation are stressed as students explore the expressive and stylistic possibilities of each medium. Primary color, composition, and visual perceptions are connected to the art context past and present – as students examine their individual interests, ideas, and passions. Mixed media and other experimental methods are also introduces.

__Visual Art IV-3-Dimensional Design (#103504) Grade Level:11,12 Teacher Approval REQUIRED
This is an upper level studio course which covers a range of 3-dimensional media (wire, plaster, foam core, found object, clay, etc.) and techniques (additive and subtractive). Students will experiment with each medium in order to determine the potentials and limitations of each. Students will also study a wide range of sculptors, and the individual styles. Based on their historical and experimental findings, students will be asked to produce a number of assigned projects as well as several independent ideas.
**Vocal Music High School I (##103571)**

Grade Level: 9, 10, 11, 12

This choir is for first time choir singers as well as current choir students that want to enhance their vocal ability within a choir setting and explore the studies of music theory and how it relates to singing. Each student will be held accountable for their music theory assignments as well as any concert performances. This choir does not focus on individual singing but rather sectional blend (Soprano, Alto, Tenor, Bass) consisting of both male and female voice types. This is a non-auditioned, semester-long course.

**Vocal Music High School II**

Consists of grades 10th-12th grade only. This choir consist of students that have already taken Concert Choir 1. Students should possess some experience vocally as well as in music theory. The focus of Concert Choir 2 will be two-fold: individual voice and choir composition. Students will be responsible for performing some individual recitals and concert performances. Each student will be assessed on their individual vocal growth as a singer and performer. The central focus of this class is to prepare students interested in pursuing a music major. This class is not limited; however, not limited to only potential music majors. This class is a non-auditioned, year-long course.

**Music History (##403505)**

Grade Level: 9, 10, 11, 12

This class is an introduction to the ideas, history, mechanics and evolution of music as we know it. It will provide a general working knowledge of music as well as a concentrated look at music in the twentieth century. It will encompass a project-based approach to learning; however, students will be responsible for any and all discussion in class. Identify and describe the elements of music in visual and aural examples using appropriate vocabulary,...suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within appropriate context. Examine the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee. (Tennessee Academic Standard for Fine Arts, Summer 2018 p. 212, 213)

*Where words fail, music speaks.*

-Hans Christian Anderson
Music Theory 9-12 (#103574)
Grade Level: 9, 10, 11, 12
Teacher Approval: REQUIRED
This course is an introduction to the ideas, history, mechanics and evolution of music. It will provide a general working knowledge of music as well as a concentrated look at music in the Twentieth Century. It will include project-based learning.

Instrumental Music High School III (formerly Symphonic Band) (#103568)
Grade Level: 9, 10, 11, 12
Teacher Approval REQUIRED
The CSAS Symphonic Band is the premier performing organization of its type. The course is geared to ensemble performance and embraces the finest in classical and contemporary literature of band. Many opportunities for performance are include both at the individual and the ensemble level. A major performance field trip every other year in addition to local festival participation is part of the curriculum.

Instrumental Music High School III (formerly Symphonic Strings) (#103568)
Grade level: 9, 10, 11, 12
Teacher Approval REQUIRED
Symphonic Strings is the most advanced orchestra at CSAS. The orchestra and its members are very active at school events as well as in the community. In addition to school concerts, the orchestra is in high demand at many community functions. Opportunities for performance and personal advancement are included both at the ensemble level, with emphasis placed on individual and group competitions and performances.
FOREIGN LANGUAGE (8th grade year-long course/ 9th-12th grade semester course) Credit earning potential: 1/school year

___French (#103041) / Spanish (#103021) High School 1
Grade Level: 8th grade year-long course
Students in this course follow the Hamilton County standards for advanced grammar and structure study of a foreign language. Students are expected to participate in sustained conversation and to comprehend limited selections in the target language. Students should be able to describe events, narrate, and converse using more than one verbal tense. Vocabulary development increases through use of authentic materials in language. Courses will be conducted in the target language.

___French 2 (#113042) / Spanish 2 (#113022) New High School 2
Grade Level: Mixed Prerequisite: None
Students at this level will follow the standards established by the Hamilton County Schools. The course markers are matched to standards in the area of comprehension, speaking, reading, writing and cultural awareness. Generally these standards represent mastery of skills set out by the guidelines of the Tennessee State Department of Education for one Carnegie unit of credit in a foreign language for level 2–1. Students in this course have had no previous credit-bearing foreign language in 8th grade or previous high school upon admission.

___French 2 (#103042) / Spanish II (#103022) HS II
Grade Level: Mixed Prerequisite: HS I
Students in this course follow the Hamilton County standards for grammar and syntax. Students should be able to participate in, produce and comprehend sustained conversation. Students should be able to produce and comprehend narrative discourse, both spoken and written. Cultural awareness and vocabulary are developed through contact with authentic materials. The course will be conducted in the target language.

If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his own language, that goes to his heart.
Nelson Mandela
Honors French 3 (#133043) / HR Spanish 3 (#133023) HS III
Grade Level: Mixed Prerequisite: HS 3
Students in this course follow the Hamilton county standards for grammar and syntax. Students should be able to participate in and comprehend sustained conversation. Students should be able to produce and comprehend narrative discourse, both spoken and written. Cultural awareness and vocabulary are developed through the use of authentic materials. The course will be conducted in the target language.

HR French 4 (#103044) / Honors Spanish 4 (#133024)
Grade 12
Prerequisite: HS 3
In HS IV students will study the language in a content based course designed by the teacher. Students read authentic language pieces such as news articles, legends, short stories, etc. Students watch films in the language. Writing assignments include summaries of articles, news broadcasts, and analytical reviews of films. News broadcasts and skits will be electronically documented. Throughout the course grammatical structure is reviewed and refined. The course is taught in the target language and follows Hamilton County curriculum standards.
**MATHEMATICS:** Math is a four-year required course of study for all high school students. 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.) Credit earning potential: 1/school year

_____Honors Algebra I: year-long courses:  8th Grade (#300842)

9th grade(#133102- Students in this course have had no previous credit-bearing Algebra I in 8th upon admission.)

Grade Level: 8, 9

This algebra course includes the topics of properties and language, linear equations and inequalities, relations and functions, graphs and use of linear equations and inequalities, polynomials, ratio, proportion and percent, quadratics, the use of calculators to validate the results of computations, and the use of calculators for problem solving. Algebra I is a one year course which will be offered to students needing this credit. This class will be primarily an 8th grade course.

_____Honors Geometry (#133108)

Grade Level: 9, 10, 11  Prerequisite: Algebra I

A comprehensive foundation in proof and deductive reasoning is included in this course. The fundamentals of geometry along with practical applications are presented, providing students with the tools needed to become successful users of mathematics. The content includes angles, lines, planes, polygons, constructions, circles, perimeter, area, volume, coordinate Geometry and triangles.

_____Honors Algebra 2 (#133103)

Grade Level: 10, 11  Prerequisite: Algebra I

Algebra II is a one-year course. The year-long offering is in recognition of the fact that Algebra II is a pivotal course in the student’s mathematics course work. This course is designed to continue and expand concepts from Algebra I. A review of basic algebraic concepts is given. The concepts include algebraic language, solving and graphing linear and quadratic equations and inequalities, radical and rational expressions, complex numbers, logarithms, and analytic geometry. The course may include matrix theory, trigonometry, permutations, inverse and vectors.

*If you stop at general math, you’re only going to make general math money.* -Snoop Dogg
Honors Algebra II (#103103)
Grade Level: 10, 11 Prerequisite: Algebra I

NOTE: This section of Algebra II is a one semester course. It is the exact same course as the year-long course, with an intensely accelerated pace. There will be limited time spent with each topic. Teacher recommendation is required.

Honors Pre-Calculus (#1334126)
Grade Level: 10, 11, 12 Prerequisite: Geometry and Algebra II. Semester-long course

It is strongly recommended that Algebra II coursework reflects an average of 85 or better.

In this course, we learn how to create and present mathematical models for real-world scenarios and prepare for calculus. Along the way, we will apply a variety of concepts: rational, step and piecewise models, trigonometric models, parametric models, polar models, vectors, complex numbers, conic sections, and series. (Students, with teacher approval, may double up on this course with Honors Calculus during Junior or Senior year.)

Honors Calculus (#133113)
Grade Level: 11, 12 Prerequisite: Algebra II, Pre-Calculus. Semester-long course

It is strongly recommended that the Pre-Calculus coursework reflect an average of 80 or better.

In this course, the basic tools of analysis, derivatives, and integrals are covered, as well as an introduction to some advanced techniques and differential equations typical of a beginning calculus class. A heavy emphasis is placed on applications in real-world scenarios. (Students, with teacher approval, may double up on this course with Honors Calculus during Junior or Senior year.)
DE Probability and Statistics (#104103)
Grade Level: 11,12
Credit earning potential: 1/school year AND 3 college credits from Chattanooga State (the college credit does not appear on high school transcript.)
Prerequisite: PreCalculus
Dual Enrollment (DE) through Chattanooga State. This course is offered on campus in the classroom with faculty teacher. Class is hybrid with online assignments and classroom instruction. Students will be able to consolidate and understand and apply principles of methods for explanatory data analysis using real world experiments and simulations. Topics will follow traditional lines: probability, numerical data, random variables and probability functions, functions of random variables, binominal distributions, sampling, estimation and decision making.

Bridge Mathematics (#103181)
Grade Level: 12  Prerequisite: ACT Math Score Pre-Determiner
Class is hybrid with online assignments and classroom instruction.

The study of mathematics,
like the Nile,
begins in minuteness
but ends in magnificence.
-Charles Caleb Colton
Applied Mathematical Concepts (#103183)

Grade Level: 12
For students interested in careers that use applied mathematics such as banking, industry, or human resources. Rich problem solving experience. Combines standards from Senior Finite Math and Discrete Mathematics. Designed with industry needs in mind. Alignment with first three math courses and ACT college and career readiness. Possible dual credit exam. (Source: https://www.tn.gov/content/dam/tn/education/educators/Math_FINAL_presentation_HS_Day_1.pdf)

The only way to learn mathematics is to do mathematics.
– Paul Halmos
**SCIENCE** Although science is a body of content knowledge consisting of theories that explain data, science is also a set of practices that use analysis and argumentation to establish, extend, and refine knowledge. The science and engineering practices are used as a means to learn science by doing science, thus combining content knowledge with skill. These practices are not intended to be a sequence of steps nor are they intended to be taught as a separate, introductory unit for the course. By combining content knowledge with skill, students discover how scientific knowledge is acquired and applied to solve problems or advance scientific knowledge further. (Source: https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA__Science_Standards_Attachment_3_-_Science.pdf, p.107)

**Credit earning potential: 1/Semester**

***Honors Chemistry I (# 133221)**
Grade Level: 9
Recommended pre-requisites: Physical science, Algebra I
Chemistry I is a laboratory science course in which students investigate the composition of matter and the physical and chemical changes it undergoes. Students use science process skills to study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. Students explore chemistry concepts through an inquiry-based approach. Embedded standards for Inquiry, Mathematics, and Technology & Engineering are taught in the context of the content standards for Atomic Structure, Matter and Energy, and Interactions of Matter.

***Honors Chemistry 2 (#133224)**
Grade Level: 11
The Chemistry II standards build on topics that were introduced in Chemistry I with increased rigor. Students should explore these advanced chemistry concepts and the seven core concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and, stability
and change) through laboratory techniques, manipulation of chemical quantities, and advanced problem-solving practices.

Within the Chemistry II standards, scientific and engineering practices are embedded as a means to learn about specific topics identified for the course. Engaging in these practices with current applications will help students become scientifically literate and astute consumers of scientific information.
(Source: https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA__Science_Standards_Attachment_3_-_Science.pdf, p. 73)

Honors Biology I (# 133210)
Grade Level: 10
Recommended pre-requisites: Physical Science or Physical World Concepts, Chemistry
Biology I is a laboratory science course that investigates the relationship between structure and function from molecules to organisms and systems, the interdependence and interactions of biotic and abiotic components of the environment, and mechanisms that maintain continuity and lead to changes in populations over time. Students explore biological concepts through an inquiry approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in the context of the content standards for Cells, Interdependence, Flow of Matter and Energy, Heredity, and Biodiversity and Change.

Honors Physics I (#133231)
Grade Level: 11
Recommended pre-requisites: Algebra II or Pre-Calculus
Physics is a laboratory science course that examines the relationship between matter and energy and how they interact. This course will have a strong emphasis in the mathematics of physics. Students explore physics concepts through an inquiry approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in the context of the content standards

Science makes people reach selflessly for truth and objectivity. It teaches people to accept reality, with wonder and admiration...—Lisa Meitner
Environmental Science (#103260)
Grade Level: 9, 10, 11, 12
Environmental Science is a laboratory science course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. Embedded standards for Inquiry and Technology & Engineering are taught in the context of the content standards for Earth Systems, The Living World, Human Population, Water and Land Resources, Energy Resources and Consumption, Pollution and Waste Production, Global Change, and Civic Responsibility.

Anatomy/Physiology (#103251)
Grade Level: 11, 12
Teacher Approval
Anatomy/Physiology is the study of the human body’s structures and respective functions at the molecular/biochemical, cytological, histological, organ, systemic, and organismal levels. Students explore the body through laboratory investigations, models, diagrams, and dissections of animals and animal organs. The study of anatomy and physiology prepares students for a variety of pursuits such as health, fitness careers, and veterinary fields, sports, as well as taking an active part in their own health and wellness.

Scientific Research: Energy Systems (#203295)
Grade Level: 10, 11, 12
Recommended pre-requisites: Biology, Chemistry, Physics
Scientific Research is a laboratory science course that enables students to both apply and expand previous science content knowledge toward the endeavor of engaging in open-ended, student-centered investigations that are designed to answer testable questions. This will be a hands-on course that studies energy systems from an infrastructure to residential level, with an emphasis on the current energy production in our region and emerging energy technologies ranging from hydroelectric, nuclear,
and fossil fuels, to solar, wind, and geothermal. The class balances theory and practice, with projects that will serve the school’s energy needs: photovoltaic panel building, voltage regulator design, energy load assessments, building a passive solar water heater, and DC/AC circuits. Discussing and researching current issues in energy production will provide ample opportunity for quality seminars. We will host professionals from different fields in energy production to discuss the engineering, design, city planning, and environmental challenges in energy production.

**SOCIAL STUDIES:** The standards for social studies are divided into six content strands: Culture, Economics, Geography, History, Politics, Government, and/or Civics, Tennessee History (Source: [https://www.tn.gov/education/instruction/academic-standards/social-studies-standards.html](https://www.tn.gov/education/instruction/academic-standards/social-studies-standards.html))

**Credit earning potential: 1/Semester**

**Honors World Geography (#133410)**

Grade Level: 9

The World Geography course is designed to assist students in the achievement of the National Standards in geography. The guidelines for geographic education include the mastery of five fundamental themes in geography: (1) physical geography, (2) history, (3) politics, (4) economics (5) social issues and the addition of U.S. interests. Culture will be emphasized throughout each thematic unit.

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*Education is not the learning of facts, but the training of the mind to think.* –Albert Einstein
Honors World History (#133401)
Grade Level: 10
World history is a survey course for the cradles of civilization, Ancient Greek, and Ancient Roman time periods. Emphasis and depth are given to the Middle Ages, Renaissance, Reformation, Age of Revolutions and the 20th Century. Political, cultural, economic and governmental forms are explored and connected to the world we live in. Reading skills concerning primary documents are addressed along with writing mechanics.

Honors American (U.S.) History (#133405)
Grade Level: 11
This course is a general survey of the history of the United States from the post-Civil War period through the present. It covers the industrialization of the American economy, rise of organized labor, urbanization, causes, course and consequences of World Wars I and II, the Great Depression, the 1950’s, Rebellion and the 1960’s Watergate, Vietnam and the loss of faith in the American system, the Reagan-Bush years and the impeachment crisis of the 1990’s. The course study emphasizes analyzing historical issues as part of course content.

Honors Economics (#133431) Honors Government (#133407)
Grade Level: 12
This course is an integrated course, combining an economic component and a government component. A six week introduction to philosophy enhances the students’ understanding of contemporary economical and political issues.

The Economics component will stress comparative economic systems and economic theorists, the market systems, forms of business organization, money and banking, monetary policies, labor and distribution, economic growth and international economics.

The Government component will focus on local, state, national and international issues that are current concerns. There is an emphasis on the U.S. Constitution.

*Difficulty is the excuse history never excepts.*
–Edward R. Murrow
**African-American History (#103442)**
Grade Level: 9, 10, 11, 12
This course will focus on the history of African life and culture in America. The scope and sequence of this course begins with a review of the civilizations of classical Africa and ends with present day America. Topics explored include the Middle Passage, resistance to slavery, the abolition movement, and African American people and the issues in post Civil War America. This study parallels our U.S. History course at CSAS, but focuses on African life and culture.

**Contemporary Issues (#113435)**
Grade Level: 9, 10, 11, 12
Contemporary Issues is an elective course that requires students to study various dynamic issues facing today’s society enabling students 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 skills are integrated for instructional purposes. Students will utilize different learning methods to research, discuss, debate and to formulate opinions on those contemporary issues.

**Cultural Anthropology (#103421)**
Grade Level: 9, 10, 11, 12
The aim of this course is to give students an introduction to the principles and process of cultural anthropology. Even though the emphasis will be on non-Western societies, students are encouraged to develop a cross-cultural perspective, comparing cultural practices in several different societies, including the students’ own. While topics may vary from year to year, in the past they have addressed issues related to identity and inequality as it relates to gender and ethnicity, religion and rituals from an anthropological perspective, language as it relates to culture and marriage. An open mind and a willingness to examine other world views are prerequisites for this course.
HEALTH & WELLNESS  Tennessee Health Education Standards, Grades 6-8 The Tennessee Health Education Standards Grades 6-8 document is divided into five components: Personal Wellness (PW); Mental, Emotional, and Social Health (MESH); Safety and Prevention (SP); Human Growth and Development (HGD); and Substance Use and Abuse (SUA). The Tennessee Physical Education Standards Grades 9-12 document is divided into five components: Motor Skills (MS); Cognitive Components (CC); Fitness and Physical Activity (FPA); Personal and Social Responsibility (PSR); and Values Physical Activity (VPA).
(Source: https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/Health_Ed_Lifetime_Wellness_Standards_2016_FINAL.pdf)
(Source: https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/7-22-16_III_F_Physical_Ed_Standards_Attachment.pdf)
Credit earning potential: 1/Semester

PHYSICAL FITNESS IS NOT ONLY ONE OF THE MOST IMPORTANT KEYS TO A HEALTHY BODY, IT IS THE BASIS OF DYNAMIC AND CREATIVE INTELLECTUAL ACTIVITY.
JOHN F. KENNEDY
Physical Education I: Sports Appreciation (#1133022)
Grade Level: 9
This course will introduce the rules and strategies of individual and team activities with emphasis on improving overall physical fitness. Daily participation is required.

Physical Education II: Weight Training (#103302)
Grade Level: 10, 11, 12
PE II (#103302) The courses emphasize cardiovascular fitness, weight training and individual sports. Daily participation and PE clothing dress out is required.

Lifetime Wellness (#103303)
Grade: 12
The content of the course includes seven standards: Disease Prevention and Control, Nutrition, Substance Use and Abuse, Mental/Emotional/Social Health, Sexuality and Family Life, Safety and First Aid and Personal Fitness. Each content area is addressed in a classroom and/or physical activity setting. Personal fitness and nutrition should be emphasized and integrated throughout the course. Students are provided opportunities to explore how content areas are interrelated. Students acquire knowledge and skills necessary to make informed decisions regarding their health and well-being throughout their lifetime. The course includes participation in aerobic and strength activities as well as classroom study. Individual health assessments are part of the curric-

SUCCESS IS NO ACCIDENT. ITS IS HARD WORK, PERSEVERANCE, LEARNING, STUDYING, SACRIFICE AND MOST OF ALL, LOVE OF WHAT YOU ARE DOING OR LEARNING TO DO. –PELE
ACT Prep (#109350) (REQUIRED COURSE)
Grade Level: 11  Credit Earning Potential: .50
This class emphasizes the preparation for the ACT Assessment, a required test for all juniors in the State of Tennessee. The ACT Assessment is universally accepted for college admission. The questions on the ACT are directly related to what students have learned in English, mathematics, science and social science courses.

Personal Finance (#103767) (REQUIRED COURSE)
Grade Level: 11  Credit Earning Potential: .50
Personal Finance is a course designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

Senior Project (#109360)
(REQUIRED COURSE-2nd Semester)
Grade Level: 12  Credit Earning Potential: 1 credit
Senior Project synthesizes previous learning, questions thoroughly, draws connections among subjects, offers new interactions with ideas and people, results in a showcased product, and submits the student in charge of the project to a review and evaluation by a committee. The work of the student must be documented sufficiently, so that reflection and presentation may take place. It is hoped that, through this project, students will discover more about their individual talents and take pride in demonstrating their learning as they prepare for a successful future. Senior Project experiences and relationships empower students to develop their leadership skills, sense of character, and self-esteem.

There are no secrets to success. It is the result of preparation. -Colin Powell
Dual Enrollment
Grades: 11, 12
Prerequisites: 3.00 GPA; Student MUST be on track for graduation.
Each semester qualified juniors and seniors may enroll in coursework for credit at The University of Tennessee at Chattanooga or Chattanooga State Community College. Students receive high school credit for the course that appears on your high school transcript with the opportunity to receive college credit for successfully completed courses from the student enrolled institution. Students select from a variety of courses and receive college credit for courses successfully completed. Grades earned are not calculated in the CSAS grade point average. Information sessions for college courses are conducted twice a year. Students must be aware that the acceptance of credits earned in the college level classes taken during high school, may or may not be accepted by selective colleges and universities. These policies vary by institution and an appeal process may be optional. To confirm the acceptance of credit from UTC or CSTCC, students would be wise to contact a specific university to determine school’s policy prior to enrolling in a college course.

Seminar
Grade Levels: 6, 7, 8, 9, 10, 11, 12
Credit earning potential: .25 per school year 9th-12th
Seminars are weekly discussions of written texts or other works of human art that present ideas or broach issues. Seminars are led by a facilitator who questions students about the materials so as to help them explore their understanding of basic ideas and values. An exchange of thoughts and ideas is encouraged and, together, the teacher and students examine the issues and questions raised. Recent seminar topics have included John Knowles’ A Separate Peace, Beckett’s Waiting for Godot, an excerpt from Dante’s Inferno, medieval tapestries, a short story by Flannery O’Connor and On the Pulse of Morning, the inaugural poem by Maya Angelou. There will be two books assigned for summer reading. Each book must be read and successfully seminared before seminar credit is awarded.
FOUR YEAR PLAN SAMPLE  (High School Students ONLY)

This plan is completed with Ms. Walton during 8th grade year. This is a template of the scheduling direction students want to take. Students may use this space to fill out their plan as completed with Ms. Walton. The plan is just that a plan. It does not lock students into this schedule for the next 4 years.

Instructions: Write course and check which semester you would tentatively take the course.

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