

**Cleveland City Schools**  
**Board of Education Regular Meeting**  
April 6, 2026 5:30 PM  
Educational Support Center



1. **Welcome**
2. **Moment of Silence/Pledge of Allegiance**
  - Student Board Representative, Lily Hakes, will lead us in a Moment of Silence and the Pledge of Allegiance
3. **Public Comments**
4. **Comments from Chairman Tucker**
5. **Consent Agenda**
  - A. **Approval of Regular Agenda**
  - B. **Approval of Minutes from March 2, 2026, Board Meeting**
  - C. **Approval of Overnight Field Trips**
    - 2885
    - 2874
    - 2913
    - 2932
  - D. **Approval of Second Reading of Policies- None**
  - E. **Approval of Curriculum Changes for 2026-27- None**
  - F. **Approval of CHS 2026-27 Course Guide**
  
  - G. **Approval of Virtual Testing Days for CHS End of Course Exams**
  - H. **Approval to Use Stockpiled Days for PD on May 15**
6. **Regular Agenda**
  - A. **Director's Update**
    - Director of Schools, Dr. Jeff Elliott, will present an update to the Board highlighting all the great things happening in Cleveland City Schools
  - B. **Spotlight**
    1. **CHS Wrestling Recognition- TSSAA State Champions**
      - Principal, Bob Pritchard, will recognize the CHS Wrestling State Champions, including:  
**Girls Team:** Easton Dadiomoff, Chyna Dodd, La'kyla Dodd, Adamarie France, Fressia Garcia, Jaylyn Garcia, Senna Grassman, Saniya Hammonds, Caroline Hilton, Yeralin Mercado, Kailee Miller, Audreyona Perkins, Aiden Pilarowski, Aveyona Smith, Anasjah Tate, Emma Thompson, Kaydence Tigue, Ava Walker  
  
**Boys Team:** Gabriel Ayala, Ralston Blake, Aiden Boyd, Hudson Chittum, Hayden Clark, Preston Congdon, Dominic Cordero, Jose Cordero, Taylor Crawley, Max Denetolis, Tracey Dennard, William

Hartgraves, Mikiah Haun, Bronson Hayes, Jayden Heath, Jace Hidalgo, Gary High, Cole Hitson, Ezra Ledlow, Dylan Mason, Colt Maughon, Boone Maughon, Kaleb Miller, Gabe Moore, Destin Morris, Elijah Nichols, Leonid Novochkov, Braxton Pulley, Braylon Pulley, Logan Raske, Zaviour Richmire, Carson Russell, Kellen Sanders, Tucker Sepenuk, Zechariah Shipman, Cason Stewart, Xavier Terry, Caleb Valentin, Bryce Webb, Elijah York

**Individual Girls State Champs:** Easton Dadiomoff, Senna Grassman, Caroline Hilton

**Individual Boys State Champs:** Jose Cordero, Dominic Cordero, Kellen Sanders, Braxton Pulley, Gabe Moore

**Coaches:** Josh Bosken, Matt High, Jacob Murphy, Shawn Cordell

2. **School Spotlight- Candy's Creek Cherokee Elementary**
  - Principal, Sara Whitener, will present an update to the Board showcasing Candy's Creek Cherokee Elementary
- C. **SCOPE Conference Update**
  - Principal Bob Pritchard will introduce the SCOPE Conference participants and give an update to the Board
- D. **\*2026-27 Child Nutrition Contract**
  - Dr. Jeff Elliott will present the Child Nutrition contract for 2026–27 to the Board for approval
- E. **\*First Reading of Policies**
  - 1.404
  - 6.200
- F. **Strategic Plan Focus- Student Information Systems**
  - Director of Student Information Systems, Michael Kahrs, will present an update to the Board
- G. **Student Representative's Update**
  - Student Representative, Lily Hakes, will present a Cleveland High School update to the Board
7. **Facilities Update**
  - Facilities Chair, Andy Lay, will present an update to the Board
- A. **\*Candy's Creek Granite Tree Marker Placement**
- B. **\*Tree Donation at Denning Center and Blythe Bower Elementary**
- C. **\*CHS Mural Design for Denning Center**
8. **Legislative Updates**
  - Carolyn Ingram will give a TSBA update to the Board
9. **"B" Agenda**
  - A. **Financial Report**
  - B. **Personnel Report**
  - C. **CMS Highlights**

D. **Dates to Remember**

**April-**

- 3- Easter Holiday- District Closed
- 6- Staff Development Day- No School for Students
- 6- Board of Education Meeting
- 25- Celebrate Blue Event
- 28- Breakfast with the Board- Mayfield
- 28- BOE Facilities Meeting

**May-**

- 4- Board of Education Meeting
- 5- Staff Development Day- No School for Students
- 8- Graduation- CHS Arena
- 21- Lunch with the Board- Operations Annex
- 22- Abbreviated Day for Students
  - CMS/CHS Dismissal 10:30am
  - Elementary Dismissal- 11:30am

**June-**

- 15- Board of Education Meeting

10. **Adjourn**

Transportation will bill the Trip Sponsor for the driver/mileage/bus/damage after the trip is completed. This will be done on a monthly basis.

Trip Number **2885**

\* Category Travel With Students

\* Type of Trip Athletic

\* Athletic Event (you may check more than one)

Tennis

**Trip Leave**

\* Date 3/27/26 Friday

\* Time 6:00 AM

**Trip Return**

\* Date 3/28/26

\* Time 5:00 PM

Trip Year/Week 2026-13

**Buses are not available before 4:30 PM and must be returned by 12:00 AM.**

\* Is this an overnight trip? Yes

**Is this an overnight trip?** Additional Information

\* Please list all chaperones for this overnight trip including non-staff. Lisa Casteel, Pam Womack, Seth Cannon

\* Indicate cost per person and how the trip is being funded (parent or district?) \$40 per player

**Comments**

Enter any comments about this trip that is important for the driver to know such as drop off location. Also, indicate the group, club or organization that is traveling, and any information about parking at the destination. This information will print on the trip ticket for the driver.

Carpooling with parents

\* **Your School/Dept** ⓘ 019 CHS Athletics  
850 Raider Dr, Cleveland, TN 37312

\* **Main Destination** ⓘ Other (Type Below)  
209 Market Pl Blvd, Knoxville, TN 37922, USA

**Destination Not Listed** 209 Market Place Boulevard, Knoxville, TN, USA

**Destination Name** Knox Halls Tennis T

Add a Stop on the Way There

Add a Stop on the Return

\* **Approximate Nbr of Miles Round Trip** 140.36 **CALCULATE MILES**

\* **Funding Source #1** School **Budget Code** 606

**Funding Source Desc** **Budget Code Desc**

**Funding Approver**

\* **Teacher / Advisor / Staff Name** Seth Cannon

\* **Teacher / Advisor / Staff Phone #** 4233108053

**Teacher / Advisor / Staff Email** scannon@clevelandschools.org

Note: This email will receive the requester emails if different from requester

**Emergency Contact Info**  Same as Teacher / Advisor / Staff

\* **Emergency Contact Name** Seth Cannon

\* Emergency Contact Phone # 4233108053

### Number of Individuals Making Trip

* Male Adult/Chaperone	1	* Female Adult/Chaperone	2	Total Adult/Chaperone	3
* Male Students	7	* Female Students	7	Total Students	14

### Additional Information

\* Will you be using external transportation-Does NOT include charters-- (includes plane, rental van, personal vehicle or walking)?

\* Please indicate mode of travel instead of, or in addition to, the reserved vehicle(s). Please include details of trip, including itinerarie: please do not indicate that in this section. Use the next section to reserve the vehicle.

Leaving for tennis tournament at 6am. Staying overnight at Baymony by Wyndham Knoxville Cedar Bluff.

### Vehicles Needed

\* Do you need a school bus, staff van or charter bus?  Yes  No

Person Submitting Request scannon@clevelandschools.org

Date Submitted Mar 3, 2026, 8:33:17 AM

▶ Trip Estimator (click to open and enter additional information for estimating trip cost)

### Level 01 Approval - Location Approval

Comment

Decision Approved

Name almorris@clevelandschools.org

Decision Date Mar 3, 2026, 9:58:14 AM

### Level 07 Approval - Overnight Trip Approval

Comment

Decision Approved

Name jelliott@clevelandschools.org

Decision Date Mar 4, 2026, 6:44:05 AM

### Level 10 Approval - School Board Approval

Comment

Decision  Approved  Denied

Designated Approver awheeler@clevelandschools.org

Name

Decision Date

### Supporting Documents

No file chosen

File Type	Size	File Name	Created On
-----------	------	-----------	------------

Request Status Trip: **2885** Pending School Board Approval

Final Approval Date

Email Audit Log:

Date  
3/4/26, 6:44:05 AM  
3/3/26, 9:58:14 AM

User  
jelliott@clevelandschools.org  
almorris@clevelandschools.org

Action  
Central Office Level Approved  
Location Level Approved



Version 4.6.156

Transportation will bill the Trip Sponsor for the driver/mileage/bus/damage after the trip is completed. This will be done on a monthly basis.

Trip Number **2874**

\* Category Travel With Students

\* Type of Trip Field Trip

\* Field Trip Event  
Standard Field Trip

**Trip Leave**

\* Date 5/5/26 Tuesday

\* Time 6:00 AM

**Trip Return**

\* Date 5/7/26

\* Time 4:00 PM

Trip Year/Week 2026-19

\* Is this an overnight trip? Yes

Is this an overnight trip? Additional Information

\* Please list all chaperones for this overnight trip including non-staff.

Josiah Vacheresse and Laura Vacheresse

\* Indicate cost per person and how the trip is being funded (parent or district?)

Costs paid for by Gilder Lehrman Institute

**Comments**

Enter any comments about this trip that is important for the driver to know such as drop off location. Also, indicate the group, club or organization that is traveling, and any information about parking at the destination. This information will print on the trip ticket for the driver.

Bus Driver will not be needed.

\* Your School/Dept ⓘ

020 Cleveland High School  
850 Raider Drive, Cleveland, TN 37312

\* Do you have students with health concerns on this trip? Don't list student names, only the health conditions due to FERPA/HIPPA.

Yes  No

\* Main Destination ⓘ

Other (Type Below)  
New York, NY, USA

Destination Not Listed

New York City, NY, USA

Destination Name

The Hotel Edison

Add a Stop on the Way There

Add a Stop on the Return

\* Approximate Nbr of Miles Round Trip

1570.48

CALCULATE MILES

\* Funding Source #1

Other

Budget Code

Gilder Lehrman Institute, as part of the cc

Funding Source Desc

Please indicate the funding information in the Budget Code Field to the right.

Budget Code Desc

Funding Approver

Are funds payable to a third party?

(Does venue require payment prior to trip?)

Yes  No

\* Teacher / Advisor / Staff Name

David Josiah Vacheresse

\* Teacher / Advisor / Staff Phone #

4235073803

Teacher / Advisor / Staff Email

Note: This email will receive the requester emails if different from requester

Emergency Contact Info  Same as Teacher / Advisor / Staff

\* Emergency Contact Name

\* Emergency Contact Phone #

\* Grade Level(s) Making Trip  All  Pre-K  K  1  2  3  4  5  6  7  8  9  10

\* Educational Objective for Field Trip

### Number of Individuals Making Trip

* Male Adult/Chaperone	1	* Female Adult/Chaperone	1	Total Adult/Chaperone	2
* Male Students	0	* Female Students	2	Total Students	2

\* Will the students be away from school during lunch?  Yes  No

\* If so, will these students need packed lunches?  Yes  No

Nbr Students 2 Teacher David Josiah Vacheresse

Students will be away from school during the lunch period, so therefore lunches are not needed.

### Additional Information

\* Will you be using external transportation-Does NOT include charters-- (includes plane, rental van, personal vehicle or walking)?

\* Please indicate mode of travel instead of, or in addition to, the reserved vehicle(s). Please include details of trip, including itinerarie; please do not indicate that in this section. Use the next section to reserve the vehicle.

May 5th  
Flight from Chattanooga to LaGuardia airport, NYC 6:00 am  
Airport transfer to hotel to drop off luggage

### Vehicles Needed

\* Do you need a school bus, staff van or charter bus?  Yes  No

Person Submitting Request

Date Submitted

▶ [Trip Estimator \(click to open and enter additional information for estimating trip cost\)](#)

### Level 01 Approval - Location Approval

Comment

Decision

Name

Decision Date

### Level 02 Approval - Second Level Location Approval

Comment

Decision

Name

Decision Date

### Level 07 Approval - Overnight Trip Approval

Comment

Decision

Name

Decision Date

## Level 10 Approval - School Board Approval

Comment

Decision

Approved  Denied

Designated Approver

awheeler@clevelandschools.org

Name

Decision Date

### Supporting Documents

  No file chosen

File Type

Size

File Name

Created On



**Request Status** Trip: **2874**

Pending School Board Approval

**Final Approval Date**

Email Audit Log:

Page << First < Previous

Subject:	Email Sent on:	Email Sent by:	Email Sent To:
----------	----------------	----------------	----------------

Date

User

Action

3/22/26, 6:39:16 PM

jelliott@clevelandschools.org

Central Office Level Approved

3/8/26, 11:04:09 AM

llaing@clevelandschools.org

Second Level Location Level Approved

3/7/26, 9:03:35 PM

bpritchard@clevelandschools.org

Location Level Approved



Version 4.6.159

Transportation will bill the Trip Sponsor for the driver/mileage/bus/damage after the trip is completed. This will be done on a monthly basis.

Trip Number **2913**

\* Category Travel With Students

\* Type of Trip Field Trip

\* Field Trip Event  
CTE Field Trip

**Trip Leave**

\* Date 4/24/26 Friday

\* Time 4:00 PM

**Trip Return**

\* Date 4/29/26 W

\* Time 3:00 PM

Trip Year/Week 2026-17

\* Is this an overnight trip? Yes

Is this an overnight trip? Additional Information

\* Please list all chaperones for this overnight trip including non-staff. Anne Person, Becky Brady, Lisa Casteel and Adam Casteel

\* Indicate cost per person and how the trip is being funded (parent or district?) \$703 DECA for the registration and hotel. CTE will pay for mileage and fuel. Teacher(s).

**Comments**

Enter any comments about this trip that is important for the driver to know such as drop off location. Also, indicate the group, club or organization that is traveling, and any information about parking at the destination. This information will print on the trip ticket for the driver.

\* Your School/Dept ⓘ 020 Cleveland High School  
850 Raider Drive, Cleveland, TN 37312

\* Do you have students with health concerns on this trip? Don't list student names, only the health conditions due to FERPA/HIPPA.  Yes  No

\* Main Destination ⓘ Other (Type Below)  
265 Peachtree Center Ave NE, Atlanta, GA 30303, USA

Destination Not Listed Atlanta Marriott Marquis, Peachtree Center Avenue Northeast, Atlanta, GA 30303, USA Destination Name ICDC

Add a Stop on the Way There

Add a Stop on the Return

\* Approximate Nbr of Miles Round Trip 123.00 **CALCULATE MILES**

\* Funding Source #1 CTE Budget Code Perkins 72130-599C

Funding Source Desc For Career/Tech trips and Band use only Budget Code Desc

Funding Approver rstephens@clevelandschools.org

Are funds payable to a third party?  Yes  No  
(Does venue require payment prior to trip?)

Amount of Payment 5010

Payment Option  Mail Check

Will Pick Up Check

Purchase Order/Requisition Nbr

Payment Due To

Tennessee DECA - (Attn Zack Buchanan)  
525 Royal Pkwy, Unit 291929  
Nashville, TN 37229-4051

Comments Concerning Payment

\* Teacher / Advisor / Staff Name

Anne Person

\* Teacher / Advisor / Staff Phone #

(423) 716-7901

Teacher / Advisor / Staff Email

Note: This email will receive the requester emails if different from requester

Emergency Contact Info

Same as Teacher / Advisor / Staff

\* Emergency Contact Name

Anne Person

\* Emergency Contact Phone #

(423) 716-7901

\* Grade Level(s) Making Trip

All  Pre-K  K  1  2  3  4  5  6  7  8  9  10

\* Educational Objective for Field Trip

DECA - ICDC

### Number of Individuals Making Trip

* Male Adult/Chaperone	1	* Female Adult/Chaperone	0	Total Adult/Chaperone	1
* Male Students	2	* Female Students	3	Total Students	5

\* Will the students be away from school during lunch?  Yes  No

\* If so, will these students need packed lunches?  Yes  No

Nbr Students 5 Teacher Anne Person

Students will be away from school during the lunch period, so therefore lunches are not needed.

### Additional Information

\* Will you be using external transportation-Does NOT include charters-- (includes plane, rental van, personal vehicle or walking)?

\* Please indicate mode of travel instead of, or in addition to, the reserved vehicle(s). Please include details of trip, including itinerarie; please do not indicate that in this section. Use the next section to reserve the vehicle.

Personal vehicles. Students will ride with parents. Leaving Cleveland High School Saturday morning. ICDC conference will start Saturday after

### Vehicles Needed

\* Do you need a school bus, staff van or charter bus?  Yes  No

Person Submitting Request

aperson@clevelandschools.org

Date Submitted

Mar 19, 2026, 9:10:37 AM

▶ Trip Estimator (click to open and enter additional information for estimating trip cost)

### Level 01 Approval - Location Approval

Comment

Decision

Approved

Name

bpritchard@clevelandschools.org

Decision Date

Mar 22, 2026, 9:30:14 PM

### Level 05 Approval - Funding Source Approval

Comment  
 Decision: Approved  
 Name: rstephens@clevelandschools.org  
 Decision Date: Mar 23, 2026, 8:15:32 AM

### Level 07 Approval - Overnight Trip Approval

Comment  
 Decision: Approved  
 Name: jelliott@clevelandschools.org  
 Decision Date: Mar 23, 2026, 10:52:39 AM

### Level 08 Approval - CTE/Fine Arts Approval

Comment  
 Decision: Approved  
 Name: rstephens@clevelandschools.org  
 Decision Date: Mar 23, 2026, 2:42:42 PM

### Level 10 Approval - School Board Approval

Comment:   
 Decision:  Approved  Denied  
 Designated Approver: awheeler@clevelandschools.org  
 Name:  
 Decision Date:

### Supporting Documents

No file chosen   
 File Type                      Size                      File Name                      Created On

**Request Status** Trip: **2913** Pending School Board Approval

**Final Approval Date**

**Email Audit Log:**

Page << First < Previous

Subject:	Email Sent on:	Email Sent by:	Email Sent To:
Date	User	Action	
3/23/26, 2:42:42 PM	rstephens@clevelandschools.org	Level 08 Approved	
3/23/26, 10:52:39 AM	jelliott@clevelandschools.org	Central Office Level Approved	
3/23/26, 8:15:32 AM	rstephens@clevelandschools.org	Funding Level Approved	
3/22/26, 9:30:14 PM	bpritchard@clevelandschools.org	Location Level Approved	
3/19/26, 9:38:46 AM	aperson@clevelandschools.org	Save and Close Trip (Submit Page Determines Return)	

Transportation will bill the Trip Sponsor for the driver/mileage/bus/damage after the trip is completed. This will be done on a monthly basis.

Trip Number **2932**  
\* Category Travel With Students  
\* Type of Trip Field Trip  
\* Field Trip Event  
Standard Field Trip

**Trip Leave**

\* Date 6/23/26 Tuesday  
\* Time 2:00 PM

**Trip Return**

\* Date 6/27/26  
\* Time 2:00 PM

Trip Year/Week 2026-26

\* Is this an overnight trip? Yes

Is this an overnight trip? Additional Information

\* Please list all chaperones for this overnight trip including non-staff.

Ali Creel, Jeani Featherngill, Josh Woods, Sr

\* Indicate cost per person and how the trip is being funded (parent or district?)

\$375/student  
\$250/parent chaperone  
Funded by parent.

**Comments**

Enter any comments about this trip that is important for the driver to know such as drop off location. Also, indicate the group, club or organization that is traveling, and any information about parking at the destination. This information will print on the trip ticket for the driver.

\* Your School/Dept ⓘ

018 Cleveland Middle School  
3635 Georgetown Rd., Cleveland, TN 37312

\* Do you have students with health concerns on this trip? Don't list student names, only the health conditions due to FERPA/HIPPA.

Yes  No

Details Concerning Health Concerns

Parents have outlined any health concern lactose intolerance. I have two students require an epipen (parents are going on l

\* Main Destination ⓘ

Other (Type Below)

2800 Opryland Dr. Nashville, TN 37214, USA

Destination Not Listed

2800 Opryland Dr. Nashville, TN 37214

Destination Name

Gaylord Conventor

Add a Stop on the Way There

Add a Stop on the Return

\* Approximate Nbr of Miles Round Trip

334.18

CALCULATE MILES

\* Funding Source #1

Other ▾

Budget Code

Parent/student pay

Funding Source Desc

Please indicate the funding information in the Budget Code Field to the right.

Budget Code Desc

Funding Approver

Are funds payable to a third party?

Yes  No

(Does venue require payment prior to trip?)

Amount of Payment

\$75/student

Payment Option

- Mail Check
- Will Pick Up Check

Purchase Order/Requisition Nbr

Payment Due To

National BETA  
 Address  
 City / State / ZIP

Comments Concerning Payment

\* Teacher / Advisor / Staff Name

Ashley Henderson

\* Teacher / Advisor / Staff Phone #

4232841059

Teacher / Advisor / Staff Email

ahenderson@clevelandschools.org

Note: This email will receive the requester emails if different from requester

Emergency Contact Info

Same as Teacher / Advisor / Staff

\* Emergency Contact Name

Ali Creel

\* Emergency Contact Phone #

423790-4383

\* Grade Level(s) Making Trip

All  Pre-K  K  1  2  3  4  5  6  7  8  9  10

\* Educational Objective for Field Trip

To represent our school in competition involving academics, fine arts, and STEM activities to network, participate in public speaking, and engage with students from around the cou

Number of Individuals Making Trip

* Male Adult/Chaperone	1	* Female Adult/Chaperone	2	Total Adult/Chaperone	3
* Male Students	8	* Female Students	17	Total Students	25

- \* Will the students be away from school during lunch?  Yes  No
- \* If so, will these students need packed lunches?  Yes  No

Nbr Students 25 Teacher Ashley Henderson

Students will be away from school during the lunch period, so therefore lunches are not needed.

Additional Information

- \* Will you be using external transportation-Does NOT include charters-- (includes plane, rental van, personal vehicle or walking)?
- \* Please indicate mode of travel instead of, or in addition to, the reserved vehicle(s). Please include details of trip, including itinerarie; please do not indicate that in this section. Use the next section to reserve the vehicle.

Josh Woods Sr will drive a personal vehicle.

Vehicles Needed

- \* Do you need a school bus, staff van or charter bus?  Yes  No

Check here to indicate trip is drop-off only Location

Check here to indicate trip is pickup only Location

Vehicle Pickup	Arrive at Venue (Info Only)	Depart Venue (Info Only)	Vehicle Re
* Date 6/23/26	* Date 6/23/26	* Date 6/27/26	* Date
* Time 8:00 AM	* Time 4:00 PM	* Time 9:00 AM	* Time

Total Trip Hours 104.00

\* Type of vehicles needed to reserve Van #2

\* How many vehicles do you need? 2

[Vehicle Guidelines](#)

School Bus Capacity  
Elementary School Students=78 max

\* Do you need a wheelchair lift? No

Nbr Wheelchair Slots 0 Nbr Seatbelts 0 Nbr Fold Down Seats 0

Special Needs

Comments or Details Concerning Needs

General Information This will be over summer break.

Owner vmack@clevelandschools.org

Bid Id/Closing Date

Reserve Vehicles

Location Used to Reserve Vehicles 000 Transportation vmack@clevelandschools.org

Trip Location Zone Main

Trip Year/Week:

Trip Hours: 104.00

Total Number of Vehicles Needed: 2

Number w/ Lift:

Person Submitting Request ahenderson@clevelandschools.org

Date Submitted Mar 30, 2026, 2:20:05 PM

▶ Trip Estimator (click to open and enter additional information for estimating trip cost)

Level 01 Approval - Location Approval

Comment

Decision Approved

Name nakiona@clevelandschools.org

Decision Date Apr 4, 2026, 8:32:52 AM

Level 02 Approval - Second Level Location Approval

Comment

Decision Approved

Name llaing@clevelandschools.org

Decision Date Apr 5, 2026, 11:11:26 AM

Level 07 Approval - Overnight Trip Approval

Comment

Decision Approved

Name jelliott@clevelandschools.org

Decision Date Apr 6, 2026, 6:03:59 AM

Level 09 Approval - Transportation Approval

Comment

Decision Approved

Name vmack@clevelandschools.org

Decision Date Apr 6, 2026, 9:10:11 AM

Level 10 Approval - School Board Approval

Comment

[Empty text box for comment]

Decision  Approved  Denied

Designated Approver awheeler@clevelandschools.org

Name

Decision Date

## Supporting Documents

  No file chosen

File Type

Size

File Name

Created On



**Request Status** Trip: **2932**

Pending School Board Approval

**Final Approval Date**

**Email Audit Log:**

Page << First | < Previous |

**Subject:**

**Email Sent on:**

**Email Sent by:**

**Email Sent To:**

Date

User

Action

4/6/26, 9:10:11 AM

vmack@clevelandschools.org

Additional Level 1 Approved

4/6/26, 6:03:59 AM

jelliott@clevelandschools.org

Central Office Level Approved

4/5/26, 11:11:26 AM

llaing@clevelandschools.org

Second Level Location Level Approved

4/4/26, 8:32:52 AM

nakiona@clevelandschools.org

Location Level Approved



Version 4.6.160

**CHS**



**2026-27**

## **Introduction**

The Course Catalog contains general scheduling information, a general description of courses available, graduation requirements, suggestions for course selections, and course descriptions.

Cleveland High School is mandated by the Tennessee Department of Education to promote and provide each student with a rigorous college and career preparatory program of study. Our general expectation is that every student acquires the knowledge and skills necessary for college and career readiness. As a part of achieving this goal, each department offers a wide variety of courses on many relevant topics.

## **Awarding of Credits**

Students will receive one full credit in the course he/she receives a passing year average. There are several classes that award .5 credit for receiving a passing average in a semester period.

## **Raider Scholar**

Raider Scholar Honors Designation is determined at the end of the Fall semester of Senior Year. It will be reviewed for any late adjustments in May of their Senior Year. Seniors classified as a "Raider Scholar" will be ranked first before other Seniors and will walk first in the Graduation Procession. In order to fulfill the honors course requirement, students should have completed or be enrolled in 3 courses for Freshmen, 6 courses for Sophomores, 9 courses for Juniors, and 12 courses for Seniors.

Students must complete the following requirements:

- \*3.5 or higher grade point average
- \*Take 4 EPSO Courses (Two Must Be Advanced Placement)
- \*Two of the three honors classes must be core classes each year
  
- \*Will graduate with the Latin Honors Criteria:
  - Summa Cum Laude (3.91-4.0)
  - Magna Cum Laude (3.76-3.9)
  - Cum Laude (3.5-3.75)

## **Class Rank**

Class rankings are first calculated at the beginning of the Senior year and revised at the end of the second semester. Seniors meeting the requirements to be a "Raider Scholar" are ranked first in order of GPA, with all other students ranked after in order of GPA.

## **Adding/Dropping Classes**

**Required courses cannot be dropped.** If a student is added to a class after it starts, it is his/her responsibility to make up all previous work. Once the course selection process is complete, student- and/or parent initiated requests to drop an EPSO course will only be considered if the student is found to be academically misplaced. Schedules will not be changed after the 3<sup>rd</sup> day of the school year without the approval of the Counseling Coordinator.

## **Grade Point Average (GPA)**

A student's GPA is determined by a four-point scale: An A=4 quality points, B=3, C=2, D=1, and F=0. A GPA is calculated by dividing the student's total number of quality points earned by the number of credits attempted. Grades are weighted to allow for honors or EPSO classes. Also, if a class is repeated because of failure, two courses will show up on the transcript, but only the later/passing class will be calculated in the GPA. If a student fails a class, the student must retake the exact same course to replace it in the GPA calculation. Students may not retake courses for a higher passing grade from CHS. High School courses taken at CMS can be retaken for a higher grade one-time.

## **Grading System**

See Board Policy 4.700

## **Grading Scale**

A (100-90), B(89-80), C(79-70), D(69-60), F(59-0)

## **Advanced Coursework Grading**

This grading system shall be uniform throughout the school system for each grade. Advanced coursework grades will be weighted with additional percentage points to calculate the final average. Depending on the course taken, the following percentage points will be assigned:

- Honors Courses – three (3) percentage points
- Local and Statewide Dual Credit and Capstone Industry Certification Aligned – four (4) percentage points
- Advanced Placement and Dual Enrollment Courses– five (5) percentage points

## **Evaluation and Assessment Website**

<https://www.tn.gov/education/assessment.html>

Information can be accessed on the Tennessee Department of Education's Website. Bookmark this page and refer to it regularly since it contains links to the various state assessments, strategies, graduation requirements, testing dates, and other helpful information.

## **NCAA Eligibility Requirements**

For prospective college student-athletes, the NCAA Eligibility Center is the part of the NCAA that will ensure you meet the minimum academic requirements and are considered an amateur athlete. It does this by reviewing your high school transcripts (official copies only), SAT/ACT test scores and reviewing the answers to your amateurism questionnaire. In rare situations, the NCAA will require additional information surrounding your high school classes or athletic competition, but most athletes pass through the NCAA Eligibility Center without incident. Visit <https://web3.ncaa.org/ecwr3/> for more information.

### **Graduation Requirements (single path diploma)**

- ENGLISH – 4 credits
- MATHEMATICS – 4 credits
  - must include Algebra I, Geometry, Algebra II, and a 4<sup>th</sup> higher-level course ● Algebra I taken at CMS counts as an elective credit but not toward the 4 required math credits
- SCIENCE – 4 credits
  - must include Biology, Chemistry or Physics, a Lab Science and 4<sup>th</sup> Science Course ●
- SOCIAL STUDIES – 3 credits
  - Must include World History and Geography or AP Human Geography or AP European History, United States History, and Economics/United States Government
- WORLD LANGUAGES – 2 credits in same language
- TECHNOLOGY – 1 credit
  - must be chosen from an introduction class in a CTE area
- FINE ARTS – 1 credit
- PHYSICAL ED/WELLNESS – 1 credit in Wellness & ½ credit in Physical Ed ● student may receive ½ Physical Ed credit by documenting a total of at least 67.5 hours of physical activity in a school-sponsored group
- PERSONAL FINANCE – ½ credit
- ELECTIVE FOCUS – 3 credits
  - must be from the list of approved Focus Areas
- OTHER ELECTIVES – 4 credits (\*COMPUTER SCIENCE AS 1 OF THESE ELECTIVES BEGINNING WITH CLASS OF 2028).

**Students must accumulate at least 28 credits to fulfill graduation requirements**

### **Classification of Students**

Seniors must have 20 credits at the beginning of the school year.

Juniors must have 12 credits at the beginning of the school year.

Sophomores must have 6 credits at the beginning of the school year.

# Focus Area Choices

**Each student must select a focus area and take three classes within that focus area.**

## **Aviation**

Aviation 1, Aviation 2, Aviation 3, Tango Flight

## **Advanced Placement (AP)**

Choose 3 AP Courses (AP tests must be taken in each)

## **Automotive**

Automotive 1, Automotive 2, and choose one of the following: Automotive 3, Automotive 3 DE, or Automotive 4, Automotive 4 DE, (3 and 4 does not have to be taken in order), Automotive WBL, Tango Flight

## **Business**

Introduction to Business and Marketing, Business Communication DC, Business Management DC, Business Management DE, Raider Evolve WBL, Raider Evolve WBL DE

## **Cosmetology**

Cosmetology 1 DC, Cosmetology 2DC, Cosmetology 3DC, Cosmetology 4 DC, Cosmetology WBL

## **Criminal Justice**

Criminal Justice 1, Criminal Justice 2, and Criminal Justice 3 DC

## **Culinary Arts**

Culinary 1, Culinary 2, Culinary 3 DC, Culinary 4 DC, Culinary WBL

## **Digital Media Production**

Digital Media Production 1, Digital Media Production 2, Digital Media Production 3 DC, Digital Media Production 4 WBL

## **Health Science**

Health Science Education and any two of the following: Anatomy & Physiology 1 Honors, Anatomy & Physiology 2 DE (2025), Anatomy & Physiology 2 H (2025), Pharmacy, Biomedical Engineering H, Diagnostic Medicine, Emergency Medical Services, Emergency Medical Services DE, Medical Therapeutics, Sports Medicine, WBL Sports Medicine Care, &/or Clinical Internship, Clinical Internship WBL

## **Cybersecurity**

Computer Science Foundations DC, Computer Science Foundations, Cybersecurity 1, Cybersecurity 2, Cybersecurity 2 DE, AP Computer Science

## **Humanities**

Art 1, Art 2, Art 3, Art 4, Art 5, Band, Choir, Color Guard, Comparative Religions (2024), Contemporary Issues, Creative Writing, European History AP, Holocaust, Literature, Human Geography AP, Leadworthy, Music Appreciation, Psychology, Psychology AP, Speech & Communication, Theater Arts 1, Theater Arts 2, Theater Arts 3, Piano, Guitar, Yearbook, Higher level World Language, AP Seminar, African American History, Music Appreciation, Music Theory, Rock and Roll History, Rock and Roll History 2, Capstone, African-American History

## **Leadworthy**

Leadworthy 1, Leadworthy 2, Leadworthy 3, Leadworthy 4

## **JROTC**

JROTC 1, JROTC 2, JROTC 3, JROTC 4, JROTC 5, JROTC 6

## **Mathematics/Science – Biological Sciences**

Anatomy & Physiology H, Anatomy & Physiology 2 DE, Aquatic Biology H (Scientific Research), Biology 2, Biology AP, Calculus AP, Chemistry AP, Environmental Science, Environmental Science AP, Pre-Calculus DC, Statistics AP, Statistics DE

## **Mathematics/Science – Physical Sciences**

Calculus AP, Physics I AP, Pre-Calculus DC, Aquatic Biology H (Scientific Research), Statistics AP, Statistics DE

## **Robotics**

Robotics 1 (Principles of Manufacturing), Robotics 2 (Robotics & Automated Systems), Robotics 2 (Robotics & Automated Systems)DE, Robotics 3 (Mechatronics 1), Robotics 3 (Mechatronics 1) DE, Robotics 4 (Mechatronics 2), Robotics 4 (Mechatronics 2) DE, Youth Apprenticeship, Raider Evolve, Tango Flight

## **Teaching as a Profession**

Introduction to Teaching, Teaching as a Profession 1, Teaching as a Profession 1 DC, Teaching as a Profession 2, Teaching as a Profession Capstone

## **Web Design**

Web Design 1, Web Design 2, Web Design 3, Web Design Capstone

## **Welding**

Welding 1, Welding 2, Welding 3, Welding 4, or Youth Apprenticeship

## **EARLY POST-SECONDARY OPPORTUNITIES (EPSO)**

### **Advanced Placement:**

Cleveland High School offers many courses that prepare students for the College Board's Advanced Placement (AP) Exams. AP courses are introductory or second year college courses. They require much more time and work, but they offer greater opportunity to master a subject and to explore it in greater depth. Any student enrolled in an AP course is required to register for and take the corresponding AP exam (approximately \$95). Students with a 3 or higher on the AP exam will be reimbursed for the exam fee. Scores on AP exams can be honored by universities toward awarding credits. Check with the individual institution you are interested in.

**Once the course selection process is complete, student- and/or parent initiated requests to drop an AP course will only be considered if the student is found to be academically misplaced.**

### **Dual Enrollment:**

Cleveland High School, in conjunction with Cleveland State, Lee University MTSU, TCAT Athens, and TCAT Chattanooga, offers both On- and Off-Campus Dual Enrollment. Dual Enrollment allows students to earn high-school and college level credits simultaneously. Grades earned through Dual Enrollment will earn 1 honors-level credit at CHS and will be calculated into the student's GPA if the course is at least three credit hours. **Students are responsible for the cost of tuition/books and are encouraged to take advantage of the state dual enrollment grant.**

The following are requirements to register for a Dual Enrollment course:

- (1) Students must be a Junior or Senior and must have a parent's permission
- (2) Cumulative GPA that satisfies the intended college's desired course. CHS recommends 3.0 or higher
- (3) ACT score based on the college's requirement. CHS recommends of at least 19 composite and 19 sub-test in the subject area of the course

### **Local Dual Credit:**

Cleveland High School students have the opportunity to earn college credit that can be applied to the local cooperating institution, currently Cleveland State Community College, Brillare Beauty Institute, and Chattanooga State Community College. Dual Credit allows students to earn high school and college level credits simultaneously. Grades earned through Dual Credit will earn 1 honors-level credit at CHS. All students take a standards-based challenge exam to fulfill post-secondary credit. CHS course fees vary, but there is not a class tuition fee assessed.

### **Industry Certification:**

Industry Certifications (IC) are earned through secondary and postsecondary career and technical education programs and courses. High school students are encouraged to focus their elective credits on robust, career-aligned learning pathways. Robust learning pathways culminate with the achievement of industry certifications, meaningful work-based learning experiences, and/or attainment of postsecondary credit hours through early postsecondary opportunities. As it pertains to industry certifications, all department-promoted certifications are aligned with postsecondary and employment opportunities and with the competencies and skills that students should have acquired through their chosen programs of study.

### **Cleveland CAPS Network**

Center for Advanced Professional Studies (CAPS) programs are nationally recognized, innovative high school programs. Students fast forward into their future and are fully immersed in a professional culture, solving real world problems, using industry standard tools and are mentored by actual employers, all while receiving high school and college credit. CAPS is an example of how business, community and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow, especially in high skill, high demand jobs.

# Recommended Course Sequence

## Required Courses

### 9<sup>th</sup> Grade

- ❖ English I or English I H
- ❖ Algebra I, Algebra I H or Geometry H
- ❖ Physical Science or Biology 1 H
- ❖ AP Human Geography or Elective
- ❖ Fine Art Course
- ❖ Wellness
- ❖ Computer Science (Class of 2028 and above)
- ❖ Any CTE Intro Class

### 10<sup>th</sup> Grade

- ❖ English II or English II H
- ❖ Geometry or Algebra II H
- ❖ Biology 1 or Chemistry 1H
- ❖ World History or AP European History
- ❖ World Language I and II
- ❖ Focus Area Course #1
- ❖ Elective

### 11<sup>th</sup> Grade

- ❖ English III or AP Language
- ❖ Algebra II or Pre-Calculus DC
- ❖ Chemistry I or Physics I or Upper Level Science Honors Course
- ❖ American History, American History Honors
- ❖ Personal Finance (1/2 credit) and PE (1/2 credit)
- ❖ Focus Area Course #2
- ❖ Elective x2

### 12<sup>th</sup> Grade

- ❖ English IV or AP Literature or English IV DE
- ❖ 4th Math placed by ACT score or GPA
- ❖ Upper Level Science Course
- ❖ American Government/Economics
- ❖ Focus Area Course #3
- ❖ Elective x3

## **CTE Automotive Academy**

### **Automotive 1 C20H09 / HC001**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit. The course has a \$ 15.00 course fee. **Credit(s):** 1

**Description:** The Maintenance and Light Repair I (MLR I) course prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. The course has a \$ 15.00 course fee.

### **Automotive 2 C20H10 / HC002**

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in Automotive 1. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** The Maintenance and Light Repair II (MLR II) course prepares students for entry into Maintenance and Light Repair III/IV. Students study automotive general electric systems, starting and charging systems, batteries, lighting, and electrical accessories. Students may have the opportunity to take a Snap-On Certification Exam.

### **Automotive 3 C20H11 / HC003**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Automotive 2. May be repeated for up to 2 credits.

**Credit(s):** 1

**Description:** The Maintenance and Light Repair III (MLR III) course prepares students for entry into the automotive workforce or into post-secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/trans-axle systems, and practice workplace soft skills. Students may have the opportunity to take a Snap-On Certification Exam.

### **Automotive 3 DE C20H21 / HC005**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 11-12 . Must have earned credit in Automotive 2. May be repeated for up to 2 credits.

**Credit(s):** 1

**Description:** The Maintenance and Light Repair III (MLR III) course prepares students for entry into the automotive workforce or into post-secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/trans-axle systems, and practice workplace soft skills. Students may have the opportunity to take a Snap-On Certification Exam.. Dual Enrollment credit is through TCAT Athens.

### **Automotive 3 WBL C20H34 / HC003W**

**Grade(s) / Prerequisite(s):** Grades 11-12 . Must have earned credit in Automotive 3 or 4. May be repeated for up to 2 credits. **Credit(s):** 1

**Description:** This course is designed for the student to gain actual experience in the automotive industry in order to equip them for the workplace. Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid or unpaid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences. Must have personal transportation.

## **CTE Aviation Academy**

## Aviation 1 Introduction to Aviation C20H15 / HCC01

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Aviation 1 is a comprehensive foundational course for students interested in pursuing careers in aviation. You must be interested in aviation and be ready to learn detailed aspects about airplanes. The content of this course is heavy with science, technology, engineering, math and in class work. This course covers the basic principles governing flight and the regulation of flight that every aviation professional must know regardless of his or her occupation as a pilot or an engineer, a salesperson or a specialist, a mechanic or a statistician. In addition to acquiring foundational knowledge and industry regulations, students will also gain essential understanding of aircraft structures, the flight environment on simulators, and basic procedures. Upon completion of this course, proficient students will be prepared for further study in advanced Aviation Flight.

## Aviation 2 Principles of Flight C20H16 / HCC02G

**Grade(s) / Prerequisite(s):** Grades 10-12. Successful completion of Aviation 1. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** Aviation 2 Principles of Flight builds on the fundamental knowledge and skills learned in Introduction to Aerospace while teaching students the essential competencies needed for flight under normal conditions in the classroom and on flight simulators. Upon completion of this course, proficient students will be able to apply knowledge, skills, and procedures in a variety of simulated flight environments. Moreover, students who complete this course will have the opportunity to move on to advanced study in Aviation 3: Advanced Flight, where they will continue to prepare for the FAA Private Pilot written exam. This is the second course in the Aviation Flight program of study. FAA Pilot Written Exam is optional (exam cost of \$150.00 to be paid by student).

## Aviation 3 Advanced Flight DC C20H18 / HCC03C

**Grade(s) / Prerequisite(s):** Grades 10-12. Successful completion of Aviation 2. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** Aviation 3 DC Advanced Flight is the capstone course in Cleveland High Schools Aviation Flight program of study intended to prepare students for careers in aviation. While continuing to build upon the knowledge, skills, and competencies acquired in Aviation I (Introduction to Aerospace) and Aviation II (Principles of Flight), students in Aviation III will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) Private Pilot written exam. Continued emphasis is placed on maintaining the safety of flight and developing sound judgment (aeronautical decision making) in various conditions. In addition, students will develop a keen understanding of advanced aerodynamics and the physics of flight to aid in decision-making and technical adjustments while working under simulated abnormal procedures in our own full-motion FMX Flight Simulator. Dual Credit is available through MTSU.

## Tango Flight CAPS WBL G25H29 / HCC04W

**Grade(s) / Prerequisite(s):** Grades 11-12

**Credit(s):** 1

**Description:** Do you want to build an actual two-person airplane? Tango Flight ([tangoflight.org](http://tangoflight.org)) is your opportunity. Tango Flight is a STEM related course for junior and seniors who would like to experience hands-on, real-world projects where you build an actual two passenger RV-12iS airplane at Cleveland High School. The program includes fundamentals and mechanics of aircraft and avionics equipment, aviation maintenance and inspection, and aircraft structure and assembly. The course applies and concurrently develops secondary STEM knowledge, skills, and abilities in science, mathematics, and technology. The course is intended to be taken as a full year for continuity in aircraft construction. Can be taken up to 4 times or 4 credits if taken both semesters as a junior and senior.

# CTE Digital Media Academy

## Digital Media Production 1 C11H01 / HC109

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This is a foundational course for students interested in digital video productions. The students will learn the elements involved in basic television production, script writing, camera operation, short film production, editing, and detailed film study. Course content provides a broad-based exposure to audio, video, journalism, and story creation within the media industry. Projects include music videos, short-films, and other projects.

## Digital Media Production 2 C11H02 / HC110

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in Digital Media Production 1. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course builds on the foundational skills learned in Digital Media Productions 1 to further develop students' abilities to direct, shoot, edit, and produce digital video content. Digital Media Productions 2 prepares students by merging the artistic concepts of traditional filmmaking with the technological tools that can be utilized in everything from independent news gathering and documentary filmmaking to commercial production and web video. Students will deepen their understanding of digital video by breaking down the logistics of production, including lighting and cinematography. Students will learn the aesthetics of scene composition, color theory, creative writing, and the way these concepts are integrated into the structure of their work. Students may have the opportunity to earn an Adobe Certification.

## Digital Media Production 3 DC C11H03 / HC108C

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 11-12. Must have earned credit in Digital Media Production 2. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Students in the Digital Media Production 3 class will produce live sports events and have opportunities to direct, work camera, and commentate a live stream. Working with advanced digital video equipment, students will learn every aspect of live television production including writing, directing, producing, editing, filming, reporting, and appearing as on-air talent. In addition to airing throughout the school, this show will be broadcast live, worldwide, on the Internet. The class is ideal for students considering careers in television. This course may be repeated up to 2 times. Students may have the opportunity to earn an Adobe Certification and dual credit with Chattanooga State Community College.

## Digital Media Production 4 CAPS WBL C11H07 / HC104W

**Grade(s) / Prerequisite(s):** Grades 11-12 . Must have earned credit in Digital Media 3. May be repeated for 2 credits. **Credit(s):** 1

**Description:** This course consists of students applying their classroom knowledge and techniques to real-world situations and environments. Students will participate in leadership and various other production roles while providing video services for Cleveland High School, specifically CHS Live. Students will develop new ideas, create content, design multi-camera productions, execute live broadcasts, setup and teardown large scale events, and reflect to improve future productions. Most work will occur outside of regular school time during athletic and other events. While CHS may provide transportation to some locations, students will need personal transportation. Be aware, long hours and outside broadcasts will need students to work outside the classroom and will be in-depth, exciting productions.

## **Business Communications C12H16 / HC211**

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have successfully completed Introduction to Business and Marketing at CHS. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. Students may have the opportunity to earn an industry certification.

## **Business Communications DC C12H16 / HC211C**

**Grade(s) / Prerequisite(s):** Grades 9-12. Must have earned credit in Computer Applications. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. Dual credit is with Cleveland State Community College

## **Business Management (Business) C12H17 / HC217**

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in Business Communications. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Business Management DC focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role, including accounting practices, of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant. Service-Learning projects are a requirement, as well.

## **Business Management (Business) DC C12H17 / HC217C**

**Grade(s) / Prerequisite(s):** Grades 11-12. Must have earned credit in Business Communications. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Business Management focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role, including accounting practices, of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for students. Upon completion of this course, proficient students will be able to complete a full review of existing business recommendations for improvement as would a management consultant. Dual Credit and Dual Enrollment is with Cleveland State Community College (3 credit hours).

## **Business Management (Business) DE C12H01 / HC212**

**Grade(s) / Prerequisite(s):** Grades 11-12. Must have earned credit in Business Communications. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Business Management DE focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role, including accounting practices, of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant. Service-Learning projects are a requirement, as well. Dual Enrollment is with Cleveland State Community College.

### **Introduction to Business and Marketing C12H26 / HC208**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, Accounting Principles, 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. 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.

### **Raider Evolve 1 CAPS DE C12H52 / HC219D**

**Grade(s) / Prerequisite(s):** Grades 11-12. No prerequisites required, but an application must be submitted. Applications can be picked up from the Business Teacher.

**Credit(s):** 1

**Description:** Raider Evolve! Are you interested in maybe owning your own business, or looking to deepen your knowledge of how a business, manufacture, or corporation operates? Raider Evolve is for Juniors and Seniors and is a multi-operational school corporation managed and operated by students as "hands-on" learning laboratories and career opportunities that integrate different aspects of a real-world environment. For many students, Raider Evolve will provide work experience by utilizing the keys of building management, communication, supervision, entrepreneurship and leadership skills. Students will learn the basics of accounting, welding, fabrication, plasma cutting, laser etching, and will sharpen their skill in creative design, business marketing and advertising and distribution of merchandise. No prerequisites required, but an application must be submitted. Applications can be picked up with the Business Teacher. This is a year-long course and will count as two credits. Optional DE available: Once you complete 2 semesters of Raider Evolve, you may receive Dual Enrollment credit with Cleveland State Community College for Business Entrepreneurship.

### **Raider Evolve 1 CAPS WBL C12H35 / HC219**

**Grade(s) / Prerequisite(s):** Grades 11-12. Application for approval to the course is required. Applications can be picked up from the Business Teacher.

**Credit(s):** 1

**Description:** Raider Evolve! Are you interested in maybe owning your own business, or looking to deepen your knowledge of how a business, manufacture, or corporation operates? Raider Evolve is for Juniors and Seniors and is a multi-operational school corporation managed and operated by students as hands-on learning laboratories and career opportunities that integrate different aspects of a real-world environment. For many students, Raider Evolve will provide work experience by utilizing the keys of building management, communication, supervision, entrepreneurship and leadership skills. Students will learn the basics of accounting, welding, fabrication, plasma cutting, laser etching, and will sharpen their skill in creative design, business marketing and advertising and distribution of merchandise. No prerequisites required, but an application must be submitted. This is a year-long course and will count as two credits.

## Raider Evolve 2 CAPS WBL C12H35 / HC220W

**Grade(s) / Prerequisite(s):** Grades 11-12. Application for approval to the course is required. Applications can be picked up from the Business Teacher

**Credit(s):** 1

**Description:** Raider Evolve! Are you interested in maybe owning your own business, or looking to deepen your knowledge of how a business, manufacture, or corporation operates? Raider Evolve is for Juniors and Seniors and is a multi-operational school corporation managed and operated by students as "hands-on" learning laboratories and career opportunities that integrate different aspects of a real-world environment. For many students, Raider Evolve will provide work experience by utilizing the keys of building management, communication, supervision, entrepreneurship and leadership skills. Students will learn the basics of accounting, welding, fabrication, plasma cutting, laser etching, and will sharpen their skill in creative design, business marketing and advertising and distribution of merchandise. No prerequisites required, but an application must be submitted. Applications can be picked up from the Business Teacher. This is a year-long course and will count as two credits.

## CTE Cosmetology Academy

### Cosmetology 1 DC C19H12 / HC301

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit. Students are required to have a mannequin.

**Credit(s):** 1

**Description:** Cosmetology 1 is the foundational course in the Human Services career cluster for students interested in learning more about becoming a cosmetologist. Upon completion of this course, proficient students will gain knowledge in the fundamental skills in both theory and practical applications of cosmetology practices. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to obtain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Dual Credit is through Brillare Beauty Institute. Students are advised to have a mannequin (\$55.00). There is a course fee of \$10.00

### Cosmetology 2 DC C19H14 / HC302

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Cosmetology 1. Students are required to have a mannequin. May be repeated for 2 credits.

**Credit(s):** 1

**Description:** Cosmetology 2 is the second course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding of efficient and safe work practices, nail procedures, hair design, and chemical services. Students will gain experience in practical applications of cosmetology practices. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to obtain a Tennessee License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Dual Credit is through Brillare Beauty Institute. Students are required to have a mannequin (\$55.00). There is a course fee of \$10.00

### Cosmetology 3 DC C19H13 / HC304

**Grade(s) / Prerequisite(s):** Grades 11-12. Must have earned credit in Cosmetology 2. Students are required to have a mannequin. May be repeated for 2 credits.

**Credit(s):** 1

**Description:** Cosmetology 3 is the third course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding of efficient and safe work practices, salon business concepts and operations, advanced hair techniques and chemical services, and facial and skin care procedures. Students will gain experience in practical applications of cosmetology practices. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to obtain a Tennessee License. Artifacts will be created for inclusion in a

portfolio, which will continue throughout the full sequence of courses. Dual Credit is through Brillare Beauty Institute. There is a course fee of \$10.00.

### **Cosmetology 4 DC C19H21 / HC303**

**Grade(s) / Prerequisite(s):** Grades 12. Must have earned credit in Cosmetology 3. Students are required to have a mannequin. May be repeated for 2 credits.

**Credit(s):** 1

**Description:** Once all classes have been completed, Cosmetology 4 can be repeated as many times as needed to accumulate hours for testing and licensure. Cosmetology IV is the capstone course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding and practical skills in efficient and safe work practices, career and business analysis, advanced hair techniques and chemical services, and state board theoretical and practical application. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to obtain a Tennessee License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Dual Credit is through Brillare Beauty Institute. There is a course fee of \$10.00.

### **Cosmetology WBL G25H29 / HC303W**

**Grade(s) / Prerequisite(s):** Grades 11 and 12. Must have personal transportation. Must have completed Cosmetology 2. **Credit(s):** 1

**Description:** This course is designed for the student to gain actual experience in the cosmetology sector in order to equip them for the workplace. Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid or unpaid work experiences students may earn high school credit for capstone WBL experiences. Students may earn high school credit for capstone WBL experiences. Must have personal transportation.

## **CTE Criminal Justice Academy**

### **Criminal Justice 1 C30H00 / HC401**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course is designed to give the student an overview of the United States Criminal Justice System through the examination of U.S. law enforcement agencies, the U.S. court systems, and U.S. correctional institutions. The course explores US Constitutional law, criminal law, and police procedures. Class discussions will cover current Criminal Justice news issues.

### **Criminal Justice 2 C30H01 / HC402**

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in Criminal Justice 1. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course provides a hands-on study of law enforcement operations including investigative procedures, crime scene searches, and forensic investigation culminating in mock court trials conducted by the students. The course also explores federal and state court procedures following the process of a criminal from arrest through the judicial system.

### **Criminal Justice 3 DC C30H02 / HC403**

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in or be requesting Criminal Justice 2. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course provides an in-depth look at the United States Criminal Justice System and its history. The course also explores the

various careers available within the three major components of the criminal justice system: law enforcement, the judicial system, and corrections. Dual Credit is with Cleveland State.

## **CTE Culinary Arts Academy**

### **Culinary Arts 1 C16H06 / HC501**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** The first level of Culinary Arts prepares students for education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities and by developing food preparation and service and interpersonal skills. Laboratory facilities and experiences simulate commercial food production and service operations.

### **Culinary Arts 2 C16H07 / HC502**

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in Culinary Arts 1. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** The second level of Culinary Arts prepares students for education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and teamwork to manage an environment conducive to quality food production and service operations. Laboratory facilities and experiences simulate commercial food production and service operations.

### **Culinary Arts 3 DC C16H08 / HC505**

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Must have earned credit in Culinary Arts 2. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Culinary Arts 3 prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to apply the marketable culinary arts skills they have acquired by assuming increasingly responsible positions including participation in a cooperative education experience. Dual Credit with Chattanooga State Tech Community College. Students may have the opportunity to earn Food Manager Certification.

### **Culinary Arts 4 DC C16H09 / HC506**

**Grade(s) / Prerequisite(s):** Grade 12. Must have earned credit in Culinary Arts 3. May not be repeated for more than 1 credit **Credit(s):** 1

**Description:** Culinary Arts 4 is the capstone course in the Culinary Arts program of study intended to prepare students for careers such as personal chef, caterer, executive chef, and food and beverage manager. Course content covers the components of commercial kitchen safety and sanitation, food presentation, bakeshop preparation skills, sustainability practices, professionalism, and business opportunities. Upon completion of this course, proficient students will have applied the full range of knowledge and skills acquired in this program of study toward the planning and catering of an event approved by the instructor. Students may have the opportunity to earn ServSafe Food Manager Certification. Dual Credit with Chattanooga State Tech Community College.

### **Culinary Arts 4 WBL C16H21 / HC504W**

**Grade(s) / Prerequisite(s):** Grade 12. Must have personal transportation. Must have earned credit in Culinary 3. May be repeated for 2 credits.

**Credit(s):** 1

**Description:** This course is designed for the student to gain experience in the culinary industry in order to equip them for the workplace. Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid or unpaid work experience, juniors and seniors (16 years or older) may

earn high school credit for capstone WBL experiences.

## **CTE Teaching as a Profession**

### **Introduction to Teaching C32H33 / HCF01**

**Grade(s) / Prerequisite(s):** Grade(s) 9-12.

**Credit(s):** 1

**Description:** Fundamentals of Education is a foundational course in the Teaching as a Profession program of study for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. Upon completion of this course, proficient students will gain knowledge in careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

### **Teaching as a Profession 1 DC C32H01 / HCF02C**

**Grade(s) / Prerequisite(s):** Grade(s): 10-12. Successful Completion of Introduction to Teaching

**Credit(s):** 1

**Description:** Teaching as a Profession I (TAP I) is an intermediate course for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students will conduct observations of educators at work and create artifacts for a course portfolio, which will continue with them throughout the program of study.

### **Teaching as a Profession 2 C32H02 / HCF03**

**Grade(s) / Prerequisite(s):** Completion of Teaching as a Profession I

**Credit(s):** 1

**Description:** Teaching as a Profession II (TAP II) is an applied-knowledge course for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating instruction, and strategies of effective classroom planning. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work, which will carry with them throughout the program of study.

### **Teaching Capstone CAPS WBL G25H29 / HCF09**

**Grade(s) / Prerequisite(s):** Completion of Teaching as a Profession II. Must have personal transportation. **Credit(s):** 1

**Description:** Teaching as a Profession (TAP) Capstone is a course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education and training fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution.

## **CTE General Courses**

### **JROTC (Fall) G08H08 / HA621**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): None

**Credit(s):** 1

**Description:** The JROTC program prepares Cadets for leadership roles, giving practical lessons that help them develop into active and engaged learners and leaders. This course has a \$40.00 fee.

## JROTC (Spring) G08H09 / HA622

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): None

**Credit(s):** 1

**Description:** The JROTC program prepares Cadets for leadership roles, giving practical lessons that help them develop into active and engaged learners and leaders. This course has a \$40.00 course fee.

## CTE Health Science Academy

### Anatomy & Physiology 1 H C14H09 / HC902

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Must have earned credit in Biology 1 or Biology 1H. May not be retaken for more than 1 credit.

**Credit(s):** 1

**Description:** The student will assess human anatomy and physiological functions and descriptive results of abnormal physiology with clinical consequences, demonstrating a workable knowledge of medical terminology. Students will participate in lab activities including several dissections. This course is highly recommended to any student who is interested in the medical field. Can count as 4th science credit or 3rd lab Science.

### Anatomy & Physiology 2 DE G03H43 / HC914

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s) Grades 11-12. Must have earned credit in Anatomy and Physiology 1 H. May not be repeated for more than 1 credit. Four college credit hours.

**Credit(s):** 1

**Description:** Anatomy and Physiology 2 is a college level course designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system.

### Biomedical Engineering H C21H07 / HC903

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s) Grades 10-12 only. Must have earned credit in Principles of Engineering Regular/DE and/or Health Science Education, and/or Anatomy & Physiology 1 H. Can count as 3rd or 4th science credit. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Biomedical engineering applies and develops knowledge and skills in biology, physics, technology and math. It includes experiences from the diverse fields of Biotechnology, Bioengineering, and Biomedical Engineering. Design problems will be in the areas of biomechanics, cardiovascular engineering, genetic engineering, orthopedic engineering, prosthetics, robotic surgery, tissue engineering, biomedical devices and bioethics. Students will utilize a design team approach to apply biological and engineering concepts to design materials and processes that directly measure, repair, improve and extend life. Can count as 3rd or 4th Science.

### Clinical Internship CAPS C14H11 / HC904

**Grade(s) / Prerequisite(s):** Clinical placement in the hospital requires testing that would cost \$100 fee that the student would be responsible for paying.

**Credit(s):** 1

**Description:** The following must be met: Students will apply to the class their junior year and selection is based on work ethic, grades, and attendance, behavior and communication skills. The course is designed to be completed in a hospital, rehab center, medical office, pharmacy, veterinary office, dentist and physical therapy facilities. Students go to medical settings during the class period and intern with a medical career that they are interested in. Students that are interested in observing in a physical therapist setting must have completed the Sports Medicine

class. All other clinical sites require that the student has completed the Medical Therapeutics class. If students do clinical at the hospitals then there is some required testing that must be done before they can complete clinical hours there.

### **Clinical Internship CAPS WBL C14H48 / HC904W**

**Grade(s) / Prerequisite(s):** Clinical placement in the hospital requires testing that would cost \$100 fee that the student would be responsible for paying.

**Credit(s):** 1

**Description:** This course is designed for the student to gain actual experience in the health care sector in order to equip them for the workplace. Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid or unpaid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences. If students complete clinical hours at the hospitals some required testing that must be done before they can complete clinical hours there.

### **Diagnostic Medicine C14H12 / HC920**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** Diagnostic Medicine is designed to prepare students to pursue careers in the fields of radiology, medicine, medical laboratory, microbiology, optometry, and other patient diagnostic procedures. The students will learn the ways diagnostic medicine creates a picture of an individual's health and diagnosis. This will include diagnostic career exploration, imaging analysis and physics, medical laboratory, cardiovascular and optic diagnosis and treatment. Students are eligible to sit for the EKG Certification exam. This course can count as a 4th Science.

### **Emergency Medical Service C14H13 / HC916**

**Grade(s) / Prerequisite(s):** Grades 10-12 only. Must have earned a credit in Health Science Education. Can count as 4th science credit. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Emergency Medical Service (EMS) is designed for students interested in a career in pre-hospital or emergency patient care. Career options may include emergency room physician, emergency medical technician, paramedic, or emergency room nurse. EMS teaches knowledge of the emergency medical field, including duties, responsibilities, and legal aspects, as well as skill development in patient assessment, communication, first aid measures and the use of emergency medical equipment.

### **Emergency Medical Service DE C14H29 / HC913**

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Must have earned a credit in Health Science. Can count as 4th science credit. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Emergency Medical Service (EMS) is designed for students interested in a career in pre-hospital or emergency patient care. Career options may include emergency room physician, emergency medical technician, paramedic, or emergency room nurse. EMS teaches knowledge of the emergency medical field, including duties, responsibilities, and legal aspects, as well as skill development in patient assessment, communication, first aid measures and the use of emergency medical equipment. Students may have the opportunity to earn Emergency Medical Responder Certification. Dual Enrollment credit with Cleveland State Community College.

### **Health Science Education C14H14 / HC901**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This introductory class is required prior to taking any other Health Science classes. The course will include basic health care information on services/products related to the health of people. Subject matter will include career choices, legal responsibilities, ethics, teamwork, first aid, safety practices, and skill development relevant to becoming a healthcare professional. \$10 class fee

### **Medical Therapeutics C14H15 / HC918**

**Grade(s) / Prerequisite(s):** Grade 9-12 . Must have earned credit in Health Science Education. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course provides knowledge and skills to maintain or change the health status of an individual over time. The student will evaluate ways therapeutic medicine is used to focus on direct patient care including nursing, medicine, dentistry and psychotherapy. Basic medical skills will be learned. This can be used as a 4th Science credit.

### **Pharmacy C14H20 / HC923**

**Grade(s) / Prerequisite(s):** Grades 10 -12. Completion of Medical Therapeutics

**Credit(s):** 1

**Description:** Pharmacy is a third-level applied course in the Therapeutic Services program of study intended to prepare students with an understanding of the roles and responsibilities of the healthcare worker in a pharmacy setting. This course equips students with the communication, goalsetting, and information-processing skills to be successful in the workplace, in addition to covering key topics in pharmacology, pharmacy law and regulations, sterile and non-sterile compounding, medication safety, quality assurance, and more. Class fee - \$ 45.00.

### **Sports Medicine C14H08 / HC917**

**Grade(s) / Prerequisite(s):** Grades 9-12. Must have credit in Health Science Education. Can count as 4th science credit. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Sports Medicine is an applied course designed to prepare students to pursue careers in rehabilitation services. Upon completion of this course, a proficient student will be able to identify careers in rehabilitation services, recognize diseases, disorders or injuries related to rehabilitation services and correlate the related anatomy and physiology then develop a plan of treatment with appropriate modalities.

### **Sports Medicine CAPS WBL C14H47 / HC910**

**Grade(s) / Prerequisite(s):** Grades 11-12. Completed Health science, Sports Medicine and Rehabilitation, age 16 or over, current Driver License and car insurance and a personal vehicle

**Credit(s):** 1

**Description:** Sports Med & Rehab Therapies - Work-Based Learning is a career practicum course designed to provide students with the opportunity to apply the skills & knowledge learned in a professional work environment. This course is designed for students who have completed the Sports Medicine and Rehabilitation Course. This course allows students to earn high school credit for select models of work based learning, up to 2 credits. This course allows students to interact with industry professionals in order to deepen their understanding and support their development of post secondary & career readiness skills and knowledge. STUDENTS MUST HAVE THEIR DRIVER'S LICENSE AND CAR INSURANCE within the first week of the course to proceed. There must be attendance of 90% to be allowed in the class and 90% to pass the course. Work hours may be during the class time or in some cases they may be assigned outside of the scheduled school day so there may be times when work is assigned in the evening for a sports event or after 2:45 at a therapy visit. Students may have the opportunity to earn the PTTC-Physical Therapy Technician Certification test with AMCA exams.

# CTE Information Technology

## Computer Science Foundations C10H11 / HCE00

**Grade(s) / Prerequisite(s):** Grades 9-12

**Credit(s):** 1

**Description:** A course intended to provide students with exposure to various Information Technology (IT) occupations and pathways such as Internet Protocol, Coding, and Cybersecurity. As a result, students will complete all core standards, as well as standards in two of four focus areas. Upon completion of this course, proficient students will be able to describe various IT occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

## Computer Science Foundations DC C10H11 / HCE00C

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** A course intended to provide students with exposure to various Information Technology (IT) occupations and pathways such as Internet Protocol, Coding, and Cybersecurity. As a result, students will complete all core standards, as well as standards in two of four focus areas. Upon completion of this course, proficient students will be able to describe various IT occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

## Computer Science Principles AP G02H44 / HC803

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s) Grades: 10-12. Successful completion of Computer Science Foundations. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Interested in mobile applications (apps), coding, or game development and animation? Computer Science is a course intended to provide students with the opportunity to apply the skills and knowledge learned in previous technology courses toward the completion of an in-depth project. Upon completion of this course, proficient students will be prepared for postsecondary study and/or career opportunities in programming and software development. Students are required to take the AP Exam.

## Cybersecurity 1 C10H19 / HCE01

**Grade(s) / Prerequisite(s):** Grades: 9-12. Successful completion of Computer Science Foundations. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** A course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system.

## Cybersecurity 2 C10H21 / HCE02

**Grade(s) / Prerequisite(s):** Grades: 11-12 . Successful completion of Cyber Security 1. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Cybersecurity II is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Cybersecurity courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of cybersecurity applications. Upon completion of this course, proficient students will be prepared for postsecondary study and career advancement in cybersecurity and will be equipped to market their finished product should they choose.

## Cybersecurity 2 DE C10H31 / HCE02D

**Grade(s) / Prerequisite(s):** Grades: 11-12. Successful completion of Cybersecurity 1 and/or Computer Science AP (Principles). May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Cybersecurity Dual Enrollment is a capstone course intended to provide students with the opportunity to earn college credit and to apply the skills and knowledge learned in previous Cybersecurity courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of cybersecurity applications. Upon completion of this course, proficient students will be prepared for postsecondary study and career advancement in cybersecurity and will be equipped to market their finished product should they choose. Dual Enrollment with Cleveland State Community College.

## CTE Robotics Academy

### Robotics Engineering 1 C13H05 / HCD01G

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Robotics 1 is a hands-on foundational course where students are able to investigate emerging robotics and engineering fields with real world projects and personalized, individual project paths. Students will gain real skills and experience in industry-certified studies in Robotics, Mechatronics and Computer Science.

### Robotics Engineering 2 C13H15 / HCD02G

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in Robotics 1. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This class is a project-based learning experience for students who wish to further explore the dynamic range of engineering fields. Building on the content and critical thinking frameworks of Robotics 1, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student interest and passion. Students will apply their skills in Mechatronics and Computer Science to address larger and more extensive challenges within their fields.

### Robotics Engineering 2 DE C13H37 / HCD02D

**Grade(s) / Prerequisite(s):** Grades 10-12. Successful completion of Robotics 1. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This class is a project-based learning experience for students who wish to further explore the dynamic range of engineering fields. Building on the content and critical thinking frameworks of Robotics 1, this course asks students to apply the scientific inquiry and

engineering design processes to a course-long project selected by the instructor with the help of student interest and passion. Students will apply their skills in Mechatronics and Computer Science to address larger and more extensive challenges within their fields. Optional Dual Enrollment with Cleveland State Community College.

### **Robotics Engineering 3 C13H16 / HCD03**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s) Grades 11-12. Must have earned credit in Robotics 2 or Robotics 2 DE. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This class is a fast-paced course where students will focus on team dynamics and relevant project work habits by applying their specialized skills to a variety of real-world problems with a multi-disciplinary team of their peers who have become student experts in either Mechatronics and Computer Science. This course builds on the two previous Engineering and/or Robotics courses by applying scientific and engineering knowledge and skills to an extensive team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting.

### **Robotics Engineering 3 DE C13H36 / HCD04**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s) Grades 11-12. Must have earned credit in Robotics 2 or Robotics Engineering 2 DE. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This class is a fast-paced course where students will focus on team dynamics and relevant project work habits by applying their specialized skills to a variety of real-world problems with a multi-disciplinary team of their peers who have become student experts in either Mechatronics and Computer Science. This course builds on the two previous Engineering and/or Robotics courses by applying scientific and engineering knowledge and skills to an extensive team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting. Optional Dual Enrollment with Cleveland State Community College.

### **Robotics Engineering 4 C13H17 / HCD05**

**Grade(s) / Prerequisite(s):** Grade 11-12 . Must have earned credit in Robotics 3. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** Engineering Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Robotics Application courses within a professional, working environment. While continuing to add to their technical skill sets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students work in teams to plan the production of a sophisticated product; develop troubleshooting and problem-solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career and postsecondary opportunities.

### **Robotics Engineering 4 DE C13H37 / HCD06**

**Grade(s) / Prerequisite(s):** Grades 11-12. Must have earned credit in Robotics 3 or Robotics 3 DE. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Robotics Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Robotics Application courses within a professional, working environment. While continuing to add to their technical skill sets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students work in teams to plan the production of a sophisticated product; develop troubleshooting and problem-solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career and postsecondary opportunities. Dual Enrollment with Cleveland State Community College or TCAT (Athens).

## Youth Apprenticeship CAPS WBL G25H29 / HC804W

**Grade(s) / Prerequisite(s):** Grades: 11-12 Application must be submitted in order to be considered. Must have personal transportation. May be repeated 4 credits.

**Credit(s):** 1

**Description:** Real world, hands-on experience with Cleveland Utilities. The Youth Apprenticeship CAPS WBL course provides students with specific occupational skills related to electrical and electromechanical, as well as valuable employability skills, interpersonal skills, and a general knowledge on the actual job site with Cleveland Utilities. Youth Apprenticeship promotes the idea that not all learning happens within the walls of a classroom, but on the job site too. Experiential learning not only provides new information and experiences, but also allows students to make a connection between concepts and skills learned in school with applications to real life experiences in the workplace. Students who successfully complete the program have the option of entering the workforce directly after high school with accrued hours toward apprentice license, or enrolling in a technical college or four-year university.

### **CTE Web Design**

#### **Web Design 1 C10H11 / HCB01**

**Grade(s) / Prerequisite(s):** Grade(s) 9-12.

**Credit(s):** 1

**Description:** Web I is a course intended to provide students with exposure to various information technology occupations and pathways related to Web Design. Web I allow students to understand basic concepts related to Web Design through hands-on experiences. Upon completion of this course, proficient students will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the Web Design profession. Industry certification available: CIW Site Development Associate.

#### **Web Design 2 C10H16 / HCB02**

**Grade(s) / Prerequisite(s):** Grade(s) 10-12. Completion of Web Design I

**Credit(s):** 1

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

#### **Web Design 3 C10H17 / HCB03**

**Grade(s) / Prerequisite(s):** Grade(s) 11-12. Completion of Web Design II

**Credit(s):** 1

**Description:** Web Design III builds on the skills and knowledge gained in Web Design II to further prepare students for success in the web design and development fields. Emphasis is placed on applying the design process toward projects of increasing sophistication, culminating in the production of a functional, static website. As students work toward this goal, they acquire key skills in coding, project management, basic troubleshooting and validation, and content development and analysis. Artifacts of the work completed in this course will be logged in a student portfolio demonstrating mastery of skills and knowledge.

## Web Design Capstone CAPS WBL G25H29 / HCB04

**Grade(s) / Prerequisite(s):** Grade 12. Must have personal transportation. Completion of Web Design III **Credit(s):** 1

**Description:** Web Design Capstone is a course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Web Design courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the Web Design program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and launch of a website. In addition to developing an understanding of the professional and ethical issues encountered by web design professionals in the workplace, students learn to refine their skills in problem solving, troubleshooting, teamwork, marketing and analytics, and project management.

### CTE Welding

#### Welding 1 C13H05 / HCD10

**Grade(s) / Prerequisite(s):** Grade (s) 9-12

**Credit(s):** 1

**Description:** Welding I is designed to provide students with hands-on welding activities and exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Welding. Throughout the courses, course content covers Welding, basic quality principles and processes, blueprints and schematics, and systems. Course fee of \$ 30.00

#### Welding 2 C13H08 / HCD11

**Grade(s) / Prerequisite(s):** Grade(s) 10-12. Successful completion of Welding I.

**Credit(s):** 1

**Description:** Welding II is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Proficient students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control. Course fee of \$ 30.00

#### Welding 3 C13H10 / HCD12

**Grade(s) / Prerequisite(s):** Grade(s) 11-12. Successful Completion of Welding 2

**Credit(s):** 1

**Description:** Welding III is designed to provide students with opportunities to effectively perform cutting and welding applications of increasingly complexity used in the advanced manufacturing industry. Proficient students will build on the knowledge and skills of the Welding I & II courses and apply them in novel environments, while learning additional welding techniques not covered in previous courses. Specifically, students will be proficient in (1) fundamental safety practices in welding, (2) gas metal arc welding (GMAW), (3) flux cored arc welding (FCAW), (4) gas tungsten arc welding (GTAW), and (5) quality control methods. Upon completion of the Welding II course, proficient students will be eligible to complete the American Welding Society (AWS) Entry Welder or the AWS SENSE Advanced Welders qualifications and certifications. Course fee of \$ 30.00

#### Welding 4 C13H08 / HCD13

**Grade(s) / Prerequisite(s):** Grade 12. Successful completion of Welding 1,2 & 3.

**Credit(s):** 1

**Description:** Welding 4 is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Advanced Manufacturing courses within a professional, working environment. While continuing to add to their technical skillsets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students will be able to work in teams to plan the production of a sophisticated product; develop troubleshooting and problem solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career

and postsecondary opportunities. For all projects undertaken in this course, students are expected to follow the focus area in their chosen program of study (Machining Technology, Industrial Maintenance Technology, Mechatronics, or Welding), while also refining skills previously acquired to achieve deeper levels of mastery. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in their chosen focus area. Course fee of \$ 30.00

## **Fine Arts - Performing Arts**

### **Concert Percussion G05X14 / HA103**

**Grade(s) / Prerequisite(s):** Grades 9-12. May be repeated for up to 4 credits.

**Credit(s):** 1

**Description:** The progressive study of performance on instruments in the percussion family. Members of this class will perform regularly in the school and in the community. They will also represent our school at contests, conventions, and meetings throughout the South. Evaluation will come primarily from the student's performance progress.

### **Concert Winds G05X14 / HA105**

**Grade(s) / Prerequisite(s):** Grades 9-12. May be repeated for up to 4 credits.

**Credit(s):** 1

**Description:** Each year the Cleveland High School Band travels to numerous contests, festivals, clinics, and athletic events. The marching and concert bands present public performances throughout the year. As members of these groups, students are expected to spend time after school in rehearsals for special events. Band students must supply their own musical instruments in most cases.

### **Guitar 1 G05HA9 / HA108**

**Grade(s) / Prerequisite(s):** Grades 9-12.

**Credit(s):** 1

**Description:** Guitar 1 would provide students an introduction to, and refine the fundamentals of, music and guitar literature and techniques, such as strumming and chords and may offer instruction in more advanced techniques. In class performances are included as well as experiences in creating and responding to music. Guitars are provided for students.

### **Guitar 2 G05HB0 / HAXXX**

**Grade(s) / Prerequisite(s):** Grade(s) 10-12. Completion of Guitar I

**Credit(s):** 1

**Description:** Guitar 2 is a one-semester course designed for students who have successfully completed Guitar 1 and want to continue honing their skills. This class strengthens core skills such as open chords, strumming patterns, and fingerpicking. Students will also expand their abilities through the study of scales (pentatonic, major, minor, modes), barre chords, ear training, tablature reading, and beginning improvisation. Guitars are provided for students.

### **Piano 1 G05HA5 / HAXXX**

**Grade(s) / Prerequisite(s):** Grades 9-12.

**Credit(s):** 1

**Description:** Piano 1 is an introductory class that teaches the fundamentals of music and piano, including basic sight-reading, chord basics, and easy, fun piano songs. As students grow, additional playing techniques are introduced and they are encouraged to create original music. The course includes in-class activities and showcase performances. It's an excellent option for anyone who desires to learn piano.

### **Marching Percussion G05X14 / HA101**

**Grade(s) / Prerequisite(s):** Grades 9-12. Must also register for Concert Percussion. May be repeated for up to 4 credits. **Credit(s):** 1

**Description:** The progressive study of performance on instruments in the percussion family. Members of this class will perform regularly in the school and in the community. They will also represent our school at contests, conventions, and meetings throughout the South. Evaluation will come primarily from the student's performance progress.

### **Marching Winds G05X14 / HA102**

**Grade(s) / Prerequisite(s):** Grades 9-12. Must also register for Concert Winds. May be repeated for up to 4 credits. **Credit(s):** 1

**Description:** Each year the Cleveland High School Band travels to numerous contests, festivals, clinics, and athletic events. The marching and concert bands present public performances throughout the year. As members of these groups, students are expected to spend time after school in rehearsals for special events. Band students must supply their own musical instruments in most cases.

### **Outdoor Color Guard/Dance G05H20 / HA107**

**Grade(s) / Prerequisite(s):** Credits: 1.00 Grade(s) / Prerequisite(s): Grades 9-12. Audition Required. May be repeated for up to 4 credits.

**Credit(s):** 1

**Description:** Students study elements of dance, equipment, and visual design. Members of this class perform with the Cleveland High School Marching Band. Each year the Cleveland High School Marching Band travels to numerous contests, festivals, clinics, and athletic events. As a members of this group, students are expected to spend time after school in rehearsals.

### **Theatre Appreciation G05H16 / HA027**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course provides a study of the art, craft, business, and the history of the theater. Emphasis is placed on the audience, an appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theater terms and to recognize the contributions of various theater artists. Several discussions and work are related to live and recorded stage productions.

### **Theatre Arts 1 G05H16 / HA020**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** The purpose of this course is to expose the student to the various aspects of theater including stage terminology, stage movement, characterization, theater history, play production, and dramatic criticism. Students are required to perform scenes and monologues.

### **Theatre Arts 2 G05H17 / HA021**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12 only. Must have earned a credit in Theatre Arts 1 . May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Theater 2 is a continuation of concepts learned in Theater 1. This course is designed to cover aspects of theater production. Students in this class will have the opportunities for practical application of knowledge in acting, writing, stage lighting, sound, make-up, play production, and set design. Students are given the opportunity for actual experience through the performance of one act plays.

### **Theatre Arts 3 G05H18 / HA026**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned a credit in or be requesting Theater Arts 2. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Theater 3 is a continuation of concepts learned in Theater 1 and Theater 2. This class is a performance based class, providing the student more on-stage performance time through the participation of a school production. They will be expected to participate in the TTA One-Act Festival which will be an off-campus overnight trip.

### **Theatre Arts 4 G05H19 / HA028**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grade 12. Must have earned a credit in (or be requesting) Theater Arts 3. **Credit(s):** 1

**Description:** Theatre 4 continues studies of advanced elements of theater to prepare those interested in pursuing theater in a postsecondary or work-related setting. This course may require after-school rehearsals and performances that will be used as part of the evaluation process. This course will allow students to explore their own strengths in theater. Students in class will join Theater 3 for an overnight trip to TTA one-act Festival.

## **Fine Arts - Visual Arts**

### **Art 1 Basic Drawing and Design G05H08 / HA202**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course fulfills the fine arts requirement and is ideal for the student who wants an introductory course to the visual arts, with an emphasis on drawing. The course includes a study of the basic elements and principles of art and design, how to look at, talk about, and write about art. Students will create original works of art while exploring the basic design elements and principles with various media.

### **Art 2 Color Theory and Design G05H09 / HA203**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 9-12. Must have earned credit in Art 1. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course is a prerequisite for Art 3 and Art 4. This course explores the three distinct qualities of color: hue, intensity, and value. Students will study the color wheel and learn to mix colors. Color projects will use several different media including, but not limited to: tempera paint, watercolor, colored pencil, and chalk and oil pastels. Arbitrary or expressive use of color, impressionistic color, and interpretative color will be explored in various drawing and painting assignments.

### **Art 3 3D Design H G05H10 / HA204**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Art 2. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course is a prerequisite for Art 4. Students will see, conceive, manipulate materials, and produce concrete objects from their imagination as well as from direct observation. Students will be provided with the information needed to experience sculpture by first learning to see as a sculptor. The student will learn how the visual language of art applies to three-dimensional design. Various materials (such as Paper Mache, clay, plaster, and found objects) will be used to create three-dimensional art works

### **Art 4/5/6 Advanced Art H G05H10 / HA205**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 11-12. Must have earned credit in (or be requesting) Art 3. May be repeated for up to 3 credits.

**Credit(s):** 1

**Description:** Projects may include, but are not limited to: advanced painting in a variety of media, advanced drawing (including life drawing), exploring a variety of media, advanced 3-D design projects, printmaking, and other types of advanced projects. This course may be repeated three times for three credits. Students should be highly motivated, responsible, and be working on an art portfolio that may be presented to a college for part of the admission acceptance process.

### **Art History G05HC8 / HA207**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Students in high school art history courses will examine the principal periods of art history around the globe and the artists most closely associated with each. They will explore the styles and techniques of artists, the role of symbols in art, and the use of art elements and principles of design to develop skills for viewing and discussing works of art. Students will apply the steps of art criticism in the investigation of how artists, art historians and art critics view changes in artwork over time. Students will utilize basic art vocabulary and analytical and critical thought processes to respond to artworks and infer meanings based on the many contexts of art.

### **Art History Credit Recovery G05HC8 / HA207CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

## **Fine Arts - Vocal Arts**

### **Ebony & Ivory Choir (Fall) G05HA2 / HA303**

**Grade(s) / Prerequisite(s):** Grades 9-12. Audition/Director Placement. Strongly encouraged to take along with Spring. May be repeated for up to 4 credits.

**Credit(s):** 1

**Description:** This is a vocal course that seeks to give students in grades 9-12 experience in the study and performance of a varied repertoire of music. This course will include instruction in proper vocal technique, musicianship, historical and cultural context of the choral literature, sight singing, and musical theory. This group performs regularly for the community and also represents our school at contests and conventions throughout the South.

### **Ebony & Ivory Choir (Spring) G05HA2 / HA304**

**Grade(s) / Prerequisite(s):** Grades 9-12. Audition/Director Placement. Strongly encouraged to take along with Fall. May be repeated for up to 4 credits.

**Credit(s):** 1

**Description:** This is a vocal course that seeks to give students in grades 9-12 experience in the study and performance of a varied repertoire of music. This course will include instruction in proper vocal technique, musicianship, historical and cultural context of the choral literature, sight singing, and musical theory. This group performs regularly for the community and also represents our school at contests and conventions throughout the South.

### **Fundamentals of Music Theory G05H44 / HA315**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** The Music Theory course is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied along with developing aural dictation and ear training skills. This course is highly recommended for students who are interested in learning more about how to read and compose music and is beneficial to any student desiring to study music at the collegiate level.

### **Music Appreciation G05H11 / HA302**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Music Appreciation is an introductory course to music. Students will explore music's various functionalities in order to gain a deeper understanding and appreciation for all types of music. The course begins by examining basic music literacy and core musical elements such as melody, rhythm, harmony, form, and texture. Throughout the course, students apply their understanding through music composition and focus on music's various purposes and functions, tracking these categories through historical transformations and focuses on sacred music, music for stage and screen, music for public entertainment, music as identity, and music as media.

### **Music Appreciation Credit Recovery G05H11 / HA302CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

### **Renaissance Choir (Fall) G05HA4 / HA308**

**Grade(s) / Prerequisite(s):** Grades 9-12. Vocal and Dance Audition Required. Students must register for both Fall and Spring . May be repeated for up to 4 credits.

**Credit(s):** 1

**Description:** This is a musical ensemble that brings together many disciplines of performance. Many educators refer to this art form as teaching the art of entertainment. While vocal production is the central focus of the ensemble, the performers integrate staging, choreography, costumes and props with the music. In addition, these performers perform with a live show band and with sound reinforcement. This group performs many times throughout the school year and attends three (or more) required competitions throughout the year. See one of the directors for the cost of these competitions.

### **Renaissance Choir (Spring) G05HA4 / HA307**

**Grade(s) / Prerequisite(s):** Grades 9-12. Vocal and Dance Audition Required. Students must register for both Fall and Spring. May be repeated for up to 4 credits.

**Credit(s):** 1

**Description:** This is a musical ensemble that brings together many disciplines of performance. Many educators refer to this art form as teaching the art of entertainment. While vocal production is the central focus of the ensemble, the performers integrate staging, choreography, costumes

and props with the music. In addition, these performers perform with a live show band and with sound reinforcement. This group performs many times throughout the school year and attends four (or more) required competitions throughout the year. See one of the directors for the cost of these competitions

### **Rock and Roll History 1 G05HB3 / HA314**

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course is an in-depth look at the development of Rock and Roll during the 50's and 60's. Starting with pioneering blues artists, such as Muddy Waters, we will explore the influences, bands, and technology that inspired a generation to plug in and turn up the electric guitar. Discussions will include Chuck Berry, Buddy Holly, Elvis Presley, the Beatles, Bob Dylan, Led Zeppelin and much more. This is a course that no music lover will want to miss!

### **Rock and Roll History 1 Credit Recovery G05HB3 / HA314CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

### **Rock and Roll History 2 G05HB3 / HA316**

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in Rock&Roll History 1.

**Credit(s):** 1

**Description:** A continuation of History of Rock I, History of Rock II picks up in the 70's and moves to the present day. The many subgenres of Rock will be explored, including discussions on Prog Rock, Southern Rock, Punk Rock, Heavy Metal, Glam Rock, and Grunge among other Rock and Roll trends. Bands discussed will include Queen, the Eagles, Fleetwood Mac, AC/DC, Guns N' Roses, Journey, Aerosmith, and many more.

## **General Courses**

### **AP Access for ALL G25H10 / HA450**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

### **Capstone G04H37 / HA439**

**Grade(s) / Prerequisite(s):** Grades: 12 only

**Credit(s):** 1

**Description:** This semester course is for independent study. Students are required to complete a service project through the supervision of a teacher and community member. Students will earn a numerical grade for this course.

### **Computer Lab APP G25H10 / HA438**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0

**Description:**

### **Computer Lab RBA G25H10 / HA403**

**Grade(s) / Prerequisite(s):** Placement by School Personnel

**Credit(s):** 0

**Description:** Interventions are systematic and research-based curriculum that target the student's identified area of deficit (basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem solving or written expression). Interventions will be developed based on the unique needs of students. Interventions that have been researched to have the greatest chance of addressing the area of need will be selected.

### **Credit Recovery Lab G25H10 / HA402**

**Grade(s) / Prerequisite(s):** Placement by School Personnel

**Credit(s):** 0

**Description:**

### **Dual Enrollment Fall (Off Campus) G25H10 / HA407**

**Grade(s) / Prerequisite(s):** Grades 11-12 only. 3.0 GPA, 19 ACT or 910 SAT, or meet the colleges required GPA and/or ACT score for desired course. Students must provide their own transportation to and from Cleveland State or Lee University.

**Credit(s):** 1

**Description:** Cleveland High School offers, in conjunction with Cleveland State Community College and Lee University, the opportunity to enroll in college courses while still attending high school. Students sign up for the courses of their choice and attend the college to obtain college credit. To appear on the student's high school transcript, the college courses MUST be at least three semester hours.

### **Dual Enrollment Spring (Off-Campus) G25H10 / HA408**

**Grade(s) / Prerequisite(s):** Grades 11-12 only. 3.0 GPA, 19 ACT or 910 SAT, or meet the colleges required GPA and/or ACT score for desired course. Students must provide their own transportation to and from Cleveland State or Lee University.

**Credit(s):** 1

**Description:** Cleveland High School offers, in conjunction with Cleveland State Community College and Lee University, the opportunity to enroll in college courses while still attending high school. Students sign up for the courses of their choice and attend the college to obtain college credit. To appear on the student's high school transcript, the college courses MUST be at least three semester hours.

### **Leadworthy 1 G04H37 / HA423**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grade 9 May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** A major focus of this Freshmen Experience course is the transition to high school and keeping up with the workload, while helping students gain the leadership skills they need to become productive citizens through the Leadworthy curriculum. The curriculum focuses on writing, inquiry, collaboration, organization, and reading, all with the goal of getting students college/career ready. Note-taking, study strategies, time management, standardized test prep, and goal setting are key components of the course.

### **Leadworthy 2 G04H37 / HA424**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12 only. May not be repeated for more than 1 credit. Must have earned a credit in Leadworthy 1.

**Credit(s):** 1

**Description:** Leadworthy 2 is designed for those students who wish to build and refine leadership skills by participating in a class, which generates both school and community activities for Cleveland High School. Because of the emphasis on community involvement, this class

requires commitment outside the school day as well as in the classroom, 15 hours of community service will be required. Classwork includes guest speakers, oral presentations, mentor-ship, and research. Leadership II builds on skills learned in Leadworthy I, but focuses on hands on service learning.

### **Leadworthy 3 G04H37 / HA425**

**Grade(s) / Prerequisite(s):** Grades 11-12 only. May not be repeated for more than 1 credit. Must have earned a credit in Leadworthy 2.

**Credit(s):** 1

**Description:** Leadworthy 3 will provide students with the opportunity to participate in school based leadership activities and will serve as an integral part of the 9th grade. Students will put into practice knowledge gained in Leadworthy 1 & 2 through the mentorship program. The Leadworthy 3 class will be in charge of the New Raider Outreach Program, Little Leaders that serves all six elementary schools and CMS, the Go To Crew, 9th grade FX classes, and the annual Hall of Fame Ceremony. Students must have a driver's license and proof of insurance on file to be able to leave campus to serve the community.

### **Leadworthy 4 G04H37 / HA426**

**Grade(s) / Prerequisite(s):** Grade 12 only. May not be repeated for more than 1 credit. Must have earned a credit in Leadworthy 3. **Credit(s):** 1

**Description:** The course will examine the major models for leadership and evaluate the application of these models in different situations and environments. Emphasis is given to contemporary leadership theory and application. Students are encouraged to critically analyze contemporary leadership theories and practices. The course supplements learning leadership theory and skills with practical application opportunities. The student must have a driver's license and proof of insurance on file to leave campus and meet with community mentors to complete their project.

### **Peer Mentor G25H10 / HA415**

**Grade(s) / Prerequisite(s):** Grades 10, 11 and 12 only. No more than 5 unexcused absences (Level 1 attendance policy); GPA of 2.5 or higher; No level 3 discipline actions; Good academic standing. May be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Students can apply to be a Peer Mentor for a student in one of these academic areas): Special Ed or English Language Learner Class. Students will remain on campus and must meet prerequisites to apply. This is a pass/fail course and can be taken for more than 1 credit.

### **Personal Finance (1/2 credit) G04H36 / HA417**

**Grade(s) / Prerequisite(s):** Grade 11 only. Must be taken along with Physical Education 1 (1/2 credit). May not be repeated for more than 1/2 credit.

**Credit(s):** 0.5

**Description:** Personal Finance is a course designed to help students understand the impact of individual choices on 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 foundation understanding for making informed personal financial decisions.

### **Personal Finance Credit Recovery G04H36 / HA417CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0.5

**Description:** Personal Finance is a 1/2 credit course designed to help students understand the impact of individual choices on 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 foundation understanding for making informed personal financial decisions.

**R.I.S.E. G25H10 / HA432A**

**Grade(s) / Prerequisite(s):** Grades 9-12.

**Credit(s):** 0.5

**Description:** R.I.S.E. will be a time for all students to gather by grade level and work on character education skills and social skills.

**R.I.S.E. 09 G25H10 / HA43209**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0.5

**Description:**

**R.I.S.E. 09 (Female) G25H10 / HA43209F**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0.5

**Description:**

**R.I.S.E. 09 (Male) G25H10 / HA43209M**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0.5

**Description:**

**R.I.S.E. 10 G25H10 / HA43210**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0.5

**Description:**

**R.I.S.E. 10 (Female) G25H10 / HA43210F**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0.5

**Description:**

**R.I.S.E. 10 (Male) G25H10 / HA43210M**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0.5

**Description:**

**R.I.S.E. 11 G25H10 / HA43211**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0.5

**Description:**

**R.I.S.E. 11 (Female) G25H10 / HA43211F**

**Grade(s) / Prerequisite(s):**

**Credit(s): 0.5**

**Description:**

**R.I.S.E. 11 (Male) G25H10 / HA43211M**

**Grade(s) / Prerequisite(s):**

**Credit(s): 0.5**

**Description:**

**R.I.S.E. 12 G25H10 / HA43212**

**Grade(s) / Prerequisite(s):**

**Credit(s): 0.5**

**Description:**

**R.I.S.E. 12 (Female) G25H10 / HA43212F**

**Grade(s) / Prerequisite(s):**

**Credit(s): 0.5**

**Description:**

**R.I.S.E. 12 (Male) G25H10 / HA43212M**

**Grade(s) / Prerequisite(s):**

**Credit(s): 0.5**

**Description:**

**RTI Algebra 1 G02H22 / HA436A1**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:** Response to Intervention course to help students who need help with Algebra 1 skills

**RTI Algebra 2 G02H22 / HA436A2**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:** Response to Intervention course to help students who need help with Algebra 2 skills.

**RTI English 1 G01H19 / HA437E1**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** Response to Intervention course to help students who need help with English 1 skills

**RTI English 2 G01H19 / HA437E2**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** Response to Intervention course to help students who need help with English 2 skills

**RTI English 3 G01H19 / HA437E3**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** Response to Intervention course to help students who need help with English 3 skills

**RTI Geometry G02H22 / HA436G1**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** Response to Intervention course to help students who need help with Geometry skills

**Scheduling Exception (1 Credit) G25H10 / HA497**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

**Study Hall G25H10 / HA418**

**Grade(s) / Prerequisite(s):** Grades 9-12. Placement by School Personnel.

**Credit(s):** 0

**Description:**

## Work Based Learning (CTE) G25H10 / HA421

**Grade(s) / Prerequisite(s):** Assigned by School Personnel. Grades 11-12. May be repeated for up to 2 credits. **Credit(s):** 1

**Description:** Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences. WBL CTE course opportunities; Automotive, Digital Media Productions, Robotics, Business, Health Science, Culinary Arts.

## Language Arts

### Creative Writing G01H16 / HA015

**Grade(s) / Prerequisite(s):** Grades 10-12 only. Students should have passed the previous English course. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** In this course students will explore and develop techniques in creative writing. It will include the composition of poetry, one-act plays, short stories, fiction and non-fiction. Students will learn to distinguish good writing from poor writing and participate in peer sharing and evaluation. Portfolios will be developed for students as records of their progress.

### English 1 G01H09 / HA001

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grade 9 only. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** This class emphasizes grammar usage through writing. Composition skills include narrative and expository essays with an introduction to persuasive writing. The literature study includes short stories, drama, poetry, and nonfiction.

### English 1 H G01H09 / HA002

**Grade(s) / Prerequisite(s):** Grade 9 only. Must be above the 80th percentile on the previous state English exam. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This rigorous class is for students who are independently motivated and possess above-average language skills. Using AP strategies and vocabulary this course is designed to engage students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students can deepen their understanding of how writers use language. Units of study include all genres with special emphasis on nonfiction. Each literature unit requires a project consisting of a written, visual and/or oral presentation. Composition and grammar skills are emphasized through each unit.

### English 2 G01H10 / HA003

**Grade(s) / Prerequisite(s):** Grade 10 only. Should have earned credit (or currently taking) English 1, English 1 Credit Recovery or English 1 H. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This class emphasizes grammar usage through writing. Composition skills include narrative and expository essays with an introduction to persuasive writing. The literature study includes short stories, drama, poetry, and nonfiction.

### **English 2 Credit Recovery G01H10 / HA003CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

#### **English 2 H G01H10 / HA004**

**Grade(s) / Prerequisite(s):** Grade 10 only. Must be above the 80th percentile on the previous state English exam. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Students use the writing process to produce effective arguments that include primary and secondary sources. Students demonstrate complex syntax, advanced vocabulary, and increasingly accurate use of the conventions of written language. Students will read extensively in all genres from world literature. This rigorous class continues to emphasize AP strategies and vocabulary that will prepare students for the challenging reading and writing assignments in AP courses.

### **English 3 G01H11 / HA005**

**Grade(s) / Prerequisite(s):** Grade 11 only. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Students use the writing process to produce effective arguments that include primary and secondary sources. Students demonstrate complex syntax, advanced vocabulary, and increasingly accurate use of the conventions of written language. Students will read extensively in all genres from world literature.

### **English 3 AP Language & Composition G01H17 / HA006**

**Grade(s) / Prerequisite(s):** Grade 11 only. Required by the English 2 teacher. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This challenging course aligns to college-level rhetoric and writing curriculum, which requires students to develop evidence based analytical and argumentative essays and rhetorical analysis of non-fiction texts. American Literature serves as the base for reading selections. In an effort to maximize the AP English educational experience, AP Language will be partnered with AP American History to create a year-long, alternating day class schedule with the time split between AP Language and AP American History. Students who register for this course must also register for AP American History. Students are required to register for and take the AP Language and Composition test. The class prepares students for taking the AP Language Exam (administered by the College Board) which may allow students to earn three to six credits in College English. Students should possess above-average reading and language skills.

### **English 3 Credit Recovery G01H11 / HA005CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

#### **English 4 G01H13 / HA007**

**Grade(s) / Prerequisite(s):** Grade 12 only. Must have earned a credit in (or be requesting) English 3 , English 3 Credit Recovery or English 3

AP. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This class consists of a chronological survey of British literature and the necessary historical implications, vocabulary that is relevant to the literature, and writing skills which focus primarily on the essay and the research paper.

### **English 4 AP Literature & Composition G01H18 / HA008**

**Grade(s) / Prerequisite(s):** Grade 12 only. Must have earned credit in English 3 AP or English 3. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Students are required to register for and take the AP test as a part of this class. This is a college-preparatory class in which students will sharpen their reading, writing, listening and speaking skills. Study comprises British literature and emphasizes worthy prose and poetry from European and American authors. The entire course focuses on the close reading of literary works, such as Hamlet, Macbeth, Heart of Darkness, Frankenstein, and the Alchemist followed by discussion and composition based on analysis and evaluation of the texts. The class prepares students for taking the AP Literature Exam (administered by the College Board) which may allow students to earn three to six credits in College English.

### **English 4 Credit Recovery G01H13 / HA007CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

### **English 4 DE Composition 1 G01H29 / HA009**

**Grade(s) / Prerequisite(s):** Grades 11 and 12. Priority given to 12th grade. Must have a minimum 3.0 GPA, Composite ACT Score of 19 or better, and English Sub-score of 19 or better. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Through rigorous individual study and group projects, students learn to think, write, and speak effectively about British literature and relevant real-world topics in preparation for college-level literature analysis, portfolio creation, and classroom interaction. This class offers high school honors English credit and three hours of college freshman composition credit through Lee University.

### **English 4 DE Composition 2 G01H31 / HA007D2**

**Grade(s) / Prerequisite(s):** Grades 12. Priority given to 12th grade. Must have a minimum 3.0 GPA, Composite ACT Score of 19 or better, and English Sub-score of 19 or better. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** A course focusing on four major writing projects; enables students to review the creative process as it applies to composition, learn the research methodologies and procedures of their chosen discipline (including computer-generated research), internalize approaches to critical thinking, apply basic principles of public speaking, and perform literary analysis.

### **ESL 1 (09) G22H00 / HA031L1**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL 1 (10) G22H01 / HA032L1**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL 1 (11)G22H02/HA033L1**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL1(12)G22H03/HA034L1**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL2(09)G22H00/HA031L2**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL2(10)G22H01/HA032L2**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL2(11)G22H02/HA033L2**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL2(12)G22H03/HA034L2**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL3(09)G22H00/HA031L3**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL 3 (10)G22H01/HA032L3**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL3(11)G22H02/HA033L3**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL3(12)G22H03/HA034L3**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL3(ESLSupport9-12)G22H04/HA035L3**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL4(09)G22H00/HA031L4**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL4(10)G22H01/HA032L4**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL4(11)G22H02/HA033L4**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL 4 (12) G22H03 / HA034L4**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL 4 (ESL Support 9-12) G22H04 / HA035L4**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL ELD 09 G22H00 / HA031**

**Grade(s) / Prerequisite(s):** Grade 9 only. Must qualify for ESL services based upon WIDA scores or equivalent. **Credit(s): 1**

**Description:** This course will develop speaking, listening, reading and writing skills for multilingual learners. There are four sections of this course that correlate to English Language Proficiency levels 1-4.

**ESL ELD 10 G22H01 / HA032**

**Grade(s) / Prerequisite(s):** Grade 10 only. Must qualify for ESL services based upon WIDA scores or equivalent. **Credit(s): 1**

**Description:** This course will develop speaking, listening, reading and writing skills for multilingual learners. There are four sections of this course that correlate to English Language Proficiency levels 1-4.

**ESL ELD 11 G22H02 / HA033**

**Grade(s) / Prerequisite(s):** Grade 11 only. Must qualify for ESL services based upon WIDA scores or equivalent. **Credit(s): 1**

**Description:** This course will develop speaking, listening, reading and writing skills for multilingual learners. There are four sections of this course that correlate to English Language Proficiency levels 1-4.

**ESL ELD 12 G22H03 / HA034**

**Grade(s) / Prerequisite(s):** Grade 12 only. Must qualify for ESL services based upon WIDA scores or equivalent. **Credit(s): 1**

**Description:** This course will develop speaking, listening, reading and writing skills for multilingual learners. There are four sections of this course that correlate to English Language Proficiency levels 1-4.

**ESL Power Up Lab (09) G22H00 / HA031LP**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**ESL Power Up Lab (10) G22H01 / HA032LP**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

### ESL Power Up Lab (11) G22H02 / HA033LP

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

### ESL Power Up Lab (12) G22H03 / HA034LP

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

### ESL Power Up Lab (ESL Support 9-12) G22H04 / HA035LP

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

### ESL Support 9-12 G22H04 / HA035

**Grade(s) / Prerequisite(s):** Grades 9-12. Non-native English speaking students who qualify for services based upon WIDA scores or equivalent only. Who have completed ESL through ESL 4, but have not yet exited based upon current WIDA Access exit criteria.

**Credit(s):** 1

**Description:** This course will develop speaking, listening, reading and writing skills for multilingual learners. **Holocaust Literature** G01H01 / HA017

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Students should have passed the previous English course. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** A variety of contemporary social issues will be explored through literature of the Holocaust. Students will learn about anti-Semitism, the travesties of the Holocaust, read several primary accounts of Holocaust literature, and apply this to present-day society. Discussion, reading, research, and writing will be employed throughout the semester.

### Speech and Communication Credit Recovery G01H06 / HA019CR

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** This course helps students gain self-confidence and poise in all situations requiring communications through creating, writing, and

delivering a variety of speeches and communication projects.

### **Speech and Communications G01H06 / HA019**

**Grade(s) / Prerequisite(s):** Grade 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course helps students gain self-confidence and poise in all situations requiring communications through creating, writing, and delivering a variety of speeches and communication projects.

### **Yearbook G01H15 / HA036**

**Grade(s) / Prerequisite(s):** Grades 11, 12. Application Only.

**Credit(s):** 1

**Description:** Grades 11, 12 Application only.

## **Mathematics**

### **Algebra 1 G02H00 / HA502**

**Grade(s) / Prerequisite(s):** Grade 9 only. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course covers quadratic, exponential, and other types of functions, comparing functions, factoring, sequences, basic statistics, and probability. A graphing calculator (TI-83 or TI-84) is highly recommended.

### **Algebra 1 Credit Recovery G02H00 / HA502CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** This course covers quadratic, exponential, and other types of functions, comparing functions, factoring, sequences, basic statistics, and probability. A graphing calculator (TI-83 or TI-84) is highly recommended. This course is for students who did not pass Algebra 1. The highest grade that can be earned is a 60%.

### **Algebra 1 H G02H00 / HA502H**

**Grade(s) / Prerequisite(s):** Grade 9 only. Recommended projections in the 80th Percentile. May not be repeated for more than 1 credit..

**Credit(s):** 1

**Description:** This course covers quadratic, exponential, and other types of functions, comparing functions, factoring, sequences, basic statistics, and probability. A graphing calculator (TI-83 or TI-84) is highly recommended.

### **Algebra 2 G02H05 / HA509**

**Grade(s) / Prerequisite(s):** Grade 11 only. Must have earned a credit in or be enrolled in Algebra 1. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course covers quadratic, exponential, and other types of functions, comparing functions, factoring, sequences, basic statistics, and probability. A graphing calculator (TI-84 CE) is highly recommended.

### **Algebra 2 Credit Recovery G02H05 / HA509CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

### **Algebra 2 H G02H05 / HA510**

**Grade(s) / Prerequisite(s):** Grades 10/11 only. Must have earned credit in (or be requesting) Geometry H. Recommended projections in the 80th Percentile. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course covers the topics in Algebra II with emphasis on more difficult problems, problem-solving activities, and verbal and written expression of mathematics. This course meets the criteria set forth by Cleveland High School for Honors designation. A graphing calculator (TI-83 or TI-84) is highly recommended.

### **Calculus AB AP G02H24 / HA522**

**Grade(s) / Prerequisite(s):** Grade 11- 12 only. Must have earned credit in (or be requesting) Pre-Calculus SDC. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Students are required to register for and take the AP test as a part of this class. Students will explore limits, differentiation with application, integration, and logarithmic and exponential functions. Students will learn about the Hospital Rule, volumes, surface area, and series. Students will prepare for the AP exam. A graphing calculator (TI-83 or TI-84) is highly recommended.

### **Calculus BC AP G02H25 / HA527**

**Grade(s) / Prerequisite(s):** Approval from Math Department Head

**Credit(s):** 1

**Description:** AP Calculus BC is an Advanced Math Class

### **College Algebra DE G02H48 / HA521**

**Grade(s) / Prerequisite(s):** Grade 12 only. Must have a minimum 3.0 GPA, Composite ACT Score of 20 or better, and Math Sub score of 20 or better. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** The real number system; relations and functions; algebraic functions; linear, quadratic and higher degree equations; complex numbers; graphing; systems of equations; and applications through the use of word problems. Dual Enrollment with Lee University.

## Geometry G02H11 / HA505

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12. Must have earned a credit in Algebra 1. May not be retaken for more than 1 credit.

**Credit(s):** 1

**Description:** This course covers parallel and perpendicular lines, reasoning and proofs, circles, transformations, congruent triangles, right triangles, and other triangle relationships. Also covered will be quadrilaterals and polygons, proportionally and similarity, area and volume, and coordinate geometry. A graphing calculator (TI-84 CE) is highly recommended.

## Geometry Credit Recovery G02H11 / HA505CR

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

## Geometry H G02H11 / HA506

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grade 9-10. Must also have a recommendation from obtaining at or above the 80th percentile on the previous state Math exam. May not retake for more than 1 credit.

**Credit(s):** 1

**Description:** This course covers the topics in Geometry with emphasis on more difficult problems, problem-solving activities, and verbal and written expression of mathematics. This course meets the criteria set forth by Cleveland High School for Honors designation. A graphing calculator (TI-84 CE) is highly recommended.

## MATH 1000 Algebra Essentials DE G02H47 / HA525

**Grade(s) / Prerequisite(s):** 19+ ACT Math OR 2.5 GPA.

**Credit(s):** 1

**Description:** This course is designed to prepare students for algebra-intensive college-level courses, such as MATH 1130, 1200, 1410, 1630, 1710, 1720 and 1830. It covers polynomial operations, rules of exponents, negative exponents, scientific notation, factoring polynomials, solving equations by factoring, solving equations by graphing, rational expressions, radical expressions, quadratic functions, solving quadratic equations, completing the square, square root property, quadratic formula, graphing parabolas, finding intercepts, finding maxima and minima and solving business applications.

## Math Reasoning Credit Recovery G02H97 / HA526CR

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** Applications and modeling using mathematics are the primary focus of this course. Throughout the course, students explore mathematical content in the context of applications to the real-world. Topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways to encourage the use of math to answer problems students will encounter in life. This course is best intended for students who are planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation.

## Math Reasoning For Decision Making G02H97 / HA526

**Grade(s) / Prerequisite(s):** ACT score of 18 or below

**Credit(s):** 1

**Description:** Applications and modeling using mathematics are the primary focus of this course. Throughout the course, students explore mathematical content in the context of applications to the real-world. Topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways to encourage the use of math to answer problems students will encounter in life. This course is best intended for students who are planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation.

### **Pre-Calculus AP G02H96 / HA520A**

**Grade(s) / Prerequisite(s):** Grades 11 - 12. Must have earned credit in Algebra 2 H and approval of the Math Department Head. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** AP Precalculus is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices

### **Statistics G02H37 / HA514**

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Must have earned credit in (or be requesting) Algebra 2 or Algebra 2 H and ACT score of 19 and minimum GPA of 3.0. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course introduces probability and statistical concepts with applications to various disciplines using technological tools such as the TI 84+ graphing calculator and Excel. Topics include descriptive statistics such as measures of central tendency, variation, and positions; probability includes simple probability, conditional probability and probability distributions; and inferential statistics includes estimation, confidence intervals, hypothesis testing, chi-square test and regression and correlation.

### **Statistics AP G02H26 / HA515**

**Grade(s) / Prerequisite(s):** Grades 10-12 only. Must have earned credit in (or be requesting) Algebra 2 H. Recommended to obtain at or above the 80th percentile on the last state Math exam. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course introduces probability and statistical concepts with applications to various disciplines using technological tools such as the TI 84 CE graphing calculator and Excel. Topics include descriptive statistics such as measures of central tendency, variation, and positions; probability includes simple probability, conditional probability and probability distributions; and inferential statistics includes estimation, confidence intervals, hypothesis testing, chi-square test and regression and correlation. Dual Enrollment is through Lee University.

### **Statistics DE G02H49 / HA518**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s) Grade 12 only. Must have a minimum 19 on ACT or 3.5 GPA and 17 or better. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This senior course is an introduction to techniques for collecting, analyzing, and interpreting data. The primary emphasis is on the analysis of data sets to facilitate informed decision-making processes. Topics include sampling methods, summaries of data, descriptive statistics, probability, distributions, confidence intervals, correlation, and regression. Dual Enrollment is through Lee University.

# Physical Education & Wellness

## Lifetime Fitness G08H01 / HA605

**Grade(s) / Prerequisite(s):** Grades 9-12 only.

**Credit(s):** 1

**Description:** This course is designed for those seeking to improve their total body fitness. Students will work to develop an individual exercise program that will improve cardiorespiratory endurance, muscular strength, flexibility and lean body composition that can be used for a lifetime. Nutrition and healthy lifestyle choices will be emphasized. Be prepared to exercise on a daily basis. EXERCISE ENTHUSIASTS ONLY.

## Physical Education 1 (1/2 credit) G08H01 / HA606

**Grade(s) / Prerequisite(s):** Grades 10-12. Must be taken along with Personal Finance (1/2 credit). May not be repeated for more than 1/2 credit.

**Credit(s):** 0.5

**Description:** This course is designed to meet the state requirement of 1/2 credit in physical education. This course will consist of basic motor skills in fitness activities, individual/dual sports, team sports and cooperative games and activities. If students are engaged in extra-curricular activities, which require physical activity, the state allows "exemption" of this course.

## Team Sports G08H00 / HA607

**Grade(s) / Prerequisite(s):** Grades 9-12 only.

**Credit(s):** 1

**Description:** This course is designed for those interested in enhancing physical fitness and athletic skills. This course will develop student interest in sports, lifetime fitness, and the competitive spirit that is inherent in us all. Basic motor skills and knowledge of sports concepts are important tools in the development and continuation of an attitude of health and lifetime fitness. The following sports and skills may be covered during the course of the school year: badminton, volleyball, ultimate Frisbee, tennis, basketball, various other team sport games.

## Weight Training for Athletes (Females) G08H01 / HA616

**Grade(s) / Prerequisite(s):** Grades 9-12. Must be a CHS athlete and placed by a coach. May be repeated for up to 3 credits. **Credit(s):** 1

**Description:** This course is designed for athletes that are seeking to improve their athletic performance. Emphasis will be placed on developing speed, strength, power and flexibility that is sport-specific for each individual. Nutrition and healthy body composition will be emphasized. Students are expected to exercise on a daily basis.

## Weight Training for Athletes (Males) G08H01 / HA615

**Grade(s) / Prerequisite(s):** Grades 9-12. Must be a CHS Athlete and placed by coach. May be repeated for up to 3 credits. **Credit(s):** 1

**Description:** This course is designed for athletes that are seeking to improve their athletic performance. Emphasis will be placed on developing speed, strength, power and flexibility that is sport-specific for each individual. Nutrition and healthy body composition will be emphasized. Students are expected to exercise on a daily basis.

## Wellness (Females) G08H02 / HA611

**Grade(s) / Prerequisite(s):** Grade 9 only. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** In order to graduate from high school in the state of Tennessee all students must have a credit in Wellness. This course is designed with a comprehensive approach to improve overall health and wellness. Students will explore topics such as physical fitness, nutrition, weight

management, sexuality, and substance abuse. Health content will be combined with daily exercise activities that will feature extensive practice and application of skills necessary to practice healthy behaviors for a lifetime.

### **Wellness (Males) G08H02 / HA613**

**Grade(s) / Prerequisite(s):** Grade 9 only. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** In order to graduate from high school in the state of Tennessee all students must have a credit in Wellness. This course is designed with a comprehensive approach to improve overall health and wellness. Students will explore topics such as physical fitness, nutrition, weight management, sexuality, and substance abuse. Health content will be combined with daily exercise activities that will feature extensive practice and application of skills necessary to practice healthy behaviors for a lifetime.

### **Wellness Weights (Females) G08H02 / HA609**

**Grade(s) / Prerequisite(s):** Grade 9 only. Must have medical release. Placement by Coach. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** In order to graduate from high school in the state of Tennessee all students must have a credit in Wellness. This course is designed with a comprehensive approach to improve overall health and wellness. Students will explore topics such as physical fitness, nutrition, weight management, sexuality, and substance abuse. Health content will be combined with daily exercise activities that will feature extensive practice and application of skills necessary to practice healthy behaviors for a lifetime. This class is for athletes only.

### **Wellness Weights (Males) G08H02 / HA614**

**Grade(s) / Prerequisite(s):** Grade 9 only. Must have medical release. Placement by Coach. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** In order to graduate from high school in the state of Tennessee all students must have a credit in Wellness. This course is designed with a comprehensive approach to improve overall health and wellness. Students will explore topics such as physical fitness, nutrition, weight management, sexuality, and substance abuse. Health content will be combined with daily exercise activities that will feature extensive practice and application of skills necessary to practice healthy behaviors for a lifetime. This class is tailored for athletes.

## **Science**

### **Aquatic Biology H (Scientific Research) G03H35 / HA701**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12 only. Must have earned credit in Biology I (or Honors) AND either Chemistry 1 (or Honors) or Physics or AP Physics 1. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This is an interdisciplinary science course involving the study of water and aquatic organisms. Primary focus is on freshwater and marine ecosystems. Students will complete extensive research, laboratory, and fieldwork. Students will collaborate with various agencies and scientists in the community to complete research as well as community service projects. They will complete a scientific research project related to aquatic biology, write a scientific paper, develop a presentation of their research, and share their findings in a variety of formats.

### **Biology 1 G03H03 / HA702**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grade 10 only. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** Biology I is a laboratory science course that investigates the relationships between structure and function from molecules to organisms, the interdependence and interactions of biotic and abiotic components of the environment, and the 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 context of the content standards for Cells, Interdependence, Flow of Matter and Energy, Heredity, and Biodiversity and Change. Students will take the state mandated End of Course Biology Exam.

## Biology 1 Credit Recovery G03H03 / HA702CR

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

### Biology 1 H G03H03 / HA703

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grade (s) 9- 10. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** Honors Biology is offered for highly motivated science students. Independent work and critical thinking are essential in an honors class. The course includes studies in molecular and cellular biology, genetics, evolution, and ecology. Emphasis on lab processes and synthesis skills are major requirements. Students must take a standardized End of Course Biology Exam.

### Biology 2 G03H10 / HA704

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12 only. Must have earned credits in Biology 1 (or Honors) and Chemistry 1 (or Honors) or Physics or AP Physics 1. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Biology II is a laboratory science course in which students engage in an in-depth study of the principles of biology. This course emphasizes internal and external anatomical structures and their functions, the environmental interactions of organisms, processes of living things, mechanisms that maintain homeostasis, biodiversity, and changes in populations over time. Students explore biological concepts through an inquiry approach.

### Biology AP G03H10 / HA705

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 11-12 only. Earned credits in Biology 1 (or Honors) and Chemistry 1 (or Honors). May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course is designed for highly motivated students who will be required to take the AP Biology test as part of the course. Major areas covered in the course are molecules and cells, heredity and evolution, and organisms and populations. Primary emphasis is on developing a conceptual understanding of science as a process. Students will experience scientific inquiry, recognize unifying themes that integrate major topics in biology, and apply knowledge and critical thinking to environmental and social concerns. Thirty percent of the course is lab-oriented.

### Chemistry 1 G03H12 / HA706

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 11-12. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** Chemistry 1 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 of Inquiry, Mathematics, and Technology & Engineering are taught in context of the content standards for Atomic Structure, Matter and Energy, Structure, Interactions and States of Matter and Chemical Reactions.

### Chemistry 1 Credit Recovery G03H12 / HA706CR

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

## Chemistry 1 H G03H12 / HA707

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grade 10-11. May not be repeated for more than 1 credit. Must have earned a credit in Algebra 1 or Geometry.

**Credit(s):** 1

**Description:** A college preparatory course for select students who are very interested in science and/or may be required to take demanding science courses in college. Areas of study are the same for those in Chemistry I but to a greater depth. In addition, the honors course will require the student to demonstrate his/her laboratory techniques to the class, be able to research, and do additional homework and/or projects.

## Chemistry AP G03H16 / HA708

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credits in Chemistry 1 (or Honors) and Algebra 2 (or Honors). May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Students are required to register for and take the AP exam as part of this class. A comprehensive study of thermochemistry, chemical equilibrium, electrochemistry, nuclear chemistry, redox reactions, and reaction rates. This course offers a more detailed study into inorganic and organic chemistry with labs in both qualitative and quantitative analysis at an advanced level. The student who successfully masters Chemistry I will be able to do well on college advanced placement tests for Chemistry. Anyone interested in going to college and getting credits during high school while pursuing a career in a science related field will find Chemistry AP to be an exceptional background experience. Students who have successfully completed Chemistry I may choose to subsequently take AP Chemistry.

## Earth & Space Science G03H02 / HA710

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credits in Biology and Chemistry or Physics. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** The Earth and Space Science course examines the role of Earth's place in the universe, the interplay of Earth's systems, and the interrelationships between Earth's Systems and human activity. Inherent in this course is a look at how Earth has changed over time and the dynamics that continue to affect it. As events have impacts on the hydrosphere, biosphere, atmosphere, and geosphere, there are also sphere to sphere dynamics taking place in the short, medium, and long-term. This is a lab course that requires a minimum of 30% hands-on investigation, with an emphasis on important 21st century critical thinking skills.

## Environmental Science G03H33 / HA711

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credits in Biology (or Honors) and Chemistry (or Honors) or Physics or Physics 1 AP. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** 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. Major topics include organisms and their role in ecosystem dynamics, air and water pollution, energy production, recycling, and waste management with emphasis on significant environmental issues at the local, national and global level. Laboratory activities blend biological and physical sciences.

## Environmental Science AP G03H25 / HA712

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credit in Biology 1 (or Honors) and either Chemistry 1 (or Honors) or Physics or Physics 1 AP. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course is designed for highly motivated students that will be required to take the AP exam as part of this course. Topics include Earth systems and resources, the living world, population, land and water use, energy resources and consumptions, pollution, and global change. Thirty percent of the course is lab-oriented including traditional lab work as well as field studies. Students will engage in project-based learning.

### **Environmental Science Credit Recovery G03H33 / HA711CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** 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. Major topics include organisms and their role in ecosystem dynamics, air and water pollution, energy production, recycling, and waste management with emphasis on significant environmental issues at the local, national and global level. Laboratory activities blend biological and physical sciences.

### **Physical Science G03H00 / HA713**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grade 9 only. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** Physical Science is an introduction to physics and chemistry intended to prepare students for success in biology, chemistry, and physics. Mechanics of velocity, acceleration, gravity, and momentum are studied in connection with Newton's three laws of motion. Laws and principles that explain the behavior of liquids and gasses are introduced. Properties of matter, energy, the atomic theory, chemical symbols, the periodic table, and balancing chemical equations are covered. There is also an introduction to wave properties, energy transfer, and electricity. The course includes reference and research skills as well as laboratory activities which are an integral part of this course.

### **Physical Science Credit Recovery G03H00 / HA713CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** Physical Science is an introduction to physics and chemistry intended to prepare students for success in biology, chemistry, and physics. Mechanics of velocity, acceleration, gravity, and momentum are studied in connection with Newton's three laws of motion. Laws and principles that explain the behavior of liquids and gasses are introduced. Properties of matter, energy, the atomic theory, chemical symbols, the periodic table, and balancing chemical equations are covered. There is also an introduction to wave properties, energy transfer, and electricity. The course includes reference and research skills as well as laboratory activities which are an integral part of this course. This course is for students who did not pass Physical Science. The highest grade that can be earned in Credit Recovery is a 70%.

### **Physics G03H20 / HA715**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Geometry and Algebra 2 or Algebra 2 H. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** 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 and requires the use of Algebra and Trigonometric identities. Students explore physics concepts through an inquiry approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught through the study of mechanics, forces, vectors, two dimensional motion, momentum, energy, work, power and machines, thermodynamics, waves, light, optics, electricity and magnetism.

### **Physics 1 AP G03H27 / HA716**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Geometry and be enrolled or have earned a credit in Algebra 2 or Algebra 2 H. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course is designed for highly motivated students that will be required to take the AP exam as part of this course. AP Physics 1 is an algebra-based, introductory college-level physics course built for students who have not taken Physics previously. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

## **Social Studies**

### **African American History G04H23 / HA832**

**Grade(s) / Prerequisite(s):** Grade 10-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** African American History is an elective course which students can choose to take. This course will cover a large variety of information including but not limited to, African Kingdoms, The Slave Trade, Jim Crow Laws, The Harlem Renaissance, The Civil Rights Movement, African Americans in the contemporary world and the many contributions of African Americans to past and modern societies.

### **Ancient History G04H04 / HA835**

**Grade(s) / Prerequisite(s):** Grades 10-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Students will examine the social, geographic, religious, economic, and cultural aspects of major periods of ancient history from prehistoric times to 1500 CE. Students will explore the development of river valley civilizations, the Gupta Empire, the Roman Empire, Classical Greece, Islamic civilizations, American and African civilizations, and the Middle Ages through the beginnings of the Renaissance.

### **Contemporary Issues G04H17 / HA823**

**Grade(s) / Prerequisite(s):** Grades 10-12 only. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course involves discussion and research on topics related to current events. Background information will be discussed concerning issues making headlines locally, nationally and around the world. Specific topics will vary each semester as they will be dependent on the daily news and major events happening at the time. Daily newspapers, video and other electronic media will be used as sources for the course.

### **Economics (1/2 credit) G04H13 / HA810**

**Grade(s) / Prerequisite(s):** Grade 12 only. Must be taken along with Government (1/2 credit). May not be repeated for more than 1/2 credit.

**Credit(s):** 0.5

**Description:** This nine-week course is broken into three sections; Economic Principles, Economic Financial Foundations, and Government Spending and Revenue. Students will be introduced to, and discuss, various topics during each section. Special focus will be given to practical understanding of economic topics needed to become a productive, informed citizen.

## Economics Credit Recovery G04H13 / HA810CR

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0.5

**Description:**

### European History AP G04H22 / HA830

**Grade(s) / Prerequisite(s):** Grade 10: May not be repeated for more than 1 credit

**Credit(s):** 1

**Description:** This course is an intense study that begins with the Renaissance period (15th Century) and culminates with the end of the Cold War (20th Century). This course will stress college-level research skills, essay writing and historical analysis. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP test as part of this class. Reimbursed with a score of 3 or higher. AP test fee of approx.\$94.

### Hollywood History G25H10 / HA822

**Grade(s) / Prerequisite(s):** Grades 10-12 only. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Hollywood History offers students a unique way to view U.S. History through the Hollywood lens. Through film analysis, students will gain a new insight into the history of topics like war, civil rights, Native Americans, the West, and Immigration. In this course, we will analyze different historical events, how films reflect society, and whether films are a valid and accurate reflection of history. Students will receive a list of movies that we plan to watch in this course. Parent/Guardian must give written permission in order for students to watch movies in this course.

### Human Geography AP G04H30 / HA813

**Grade(s) / Prerequisite(s):** Grade 9. May not be repeated for more than 1 credit

**Credit(s):** 1

**Description:** The purpose of AP Human Geography is to introduce freshmen students to the rigors of an Advanced Placement class. The course is a systematic study of the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Topics include population and migration, culture, political geography, agriculture, urban geography, and economic development. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP exam as part of this class. This course meets the criteria set forth by the Cleveland High School for Honors designation. AP test fee of approx. \$94. Reimbursed with a score of 3 or higher.

### Psychology G04H15 / HA816

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** The study of Psychology provides students with the abilities to explore human behavior in order to understand themselves and others. Psychology focuses on growth, development, learning behavior and the processes by which these components are evaluated.

### Psychology AP G04H28 / HA817

**Grade(s) / Prerequisite(s):** Grades 10-12. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Psychology AP studies topics such as the brain and brain development, personalities, dreams, hypnosis, emotions, gender differences, abnormal psychology, the history of Psychology and Modern Psychology. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP test as part of this class. This course meets the criteria set forth by the

Cleveland High School for Honors designation. AP test fee of approx. \$94. Reimbursed with a score of 3 or higher

### **Psychology Credit Recovery G04H15 / HA816CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** The study of Psychology provides students with the abilities to explore human behavior in order to understand themselves and others. Psychology focuses on growth, development, learning behavior and the processes by which these components are evaluated.

### **Sociology G04H14 / HA836**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

### **U.S. Government (1/2 credit) G04H12 / HA801**

**Grade(s) / Prerequisite(s):** Grade 12 only. Must be taken along with Economics (1/2 credit). May not be repeated for more than 1/2 credit.

**Credit(s):** 0.5

**Description:** This semester course introduces students to the study of Constitutional government in the United States. It will provide students with an understanding of how the Constitution came into existence, why it took the form it did and how it functioned for the past 200 years. In this class, students are encouraged and will be better prepared to be active participants as citizens in our democratic society. Students must also take the U.S. Citizenship test during this nine weeks course and pass this test with a 70% or higher.

### **U.S. Government and Politics AP G04H26 / HA801A**

**Grade(s) / Prerequisite(s):** Grade 12 ONLY. Students in this course will also receive a half credit in Economics. **Credit(s):** 1

**Description:** Study the key concepts and institutions of the political system and culture of the United States. You'll read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project.

### **U.S. Government Credit Recovery G04H12 / HA801CR**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0.5

**Description:**

### **U.S. History G04H11 / HA803**

**Grade(s) / Prerequisite(s):** Grade 11. Must have earned credit in World History & Geography, AP Euro, or Human Geography AP. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** Emphasis of the course is placed on the history of the nation since the end of Reconstruction through the election of 2016. Students will focus on the cause and effects relationships to discover the origins and evolution of our modern American culture. This course is required for graduation. Students enrolled in U.S History are required to take a Tennessee End of Course (EOC) exam that will count as their final exam grade.

## U.S. History AP G04H21 / HA826

**Grade(s) / Prerequisite(s):** Grade 11. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** The objective of this course is to increase the understanding of American/United States History from the first contacts to the relatively recent past. Advanced Placement U.S. History is a college-level introductory course which examines the nations' political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college level textbook is supplemented by primary and secondary sources. Therefore, students will study course themes from a variety of perspectives in the hope of providing a balanced historical understanding of the United States. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP test as part of this class. This course meets the criteria set forth by the Cleveland High School for Honors designation. Reimbursed with a score of 3 or higher. AP test fee of approx \$94.

## U.S. History Credit Recovery G04H11 / HA803CR

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

## War and American Society G25H10 / HA834

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** This course will examine the impact of war on American society from colonial times to the Cold War. The class will focus on political, social, cultural, and military themes. Special emphasis is placed on the Civil War and World War II. An express emphasis will be given to vocabulary and geography skills as well.

## World Hist and Geography Credit Recovery G04H10 / HA814CR

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

## World History and Geography G04H10 / HA814

**Grade(s) / Prerequisite(s):** Grade 10. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course provides students with the opportunity to look at the events and personalities that have shaped the contemporary world. Students will focus on such skills as identifying historical turning points and recognizing cause and effect relationships as they relate to world history. This course is required for graduation.

## **Special Education**

### AAD Algebra 1 S02H00 / HA934

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:**

**AAD Algebra 2 S02H01 / HA936**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AAD Applied Mathematics S02H03 / HA937**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AAD Biology 1 S03H02 / HA940**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AAD Earth and Space Science S03H01 / HA938**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AAD Economics S04H03 / HA944**

**Grade(s) / Prerequisite(s):**

**Credit(s): 0.5**

**Description:**

**AAD English 1 S01H00 / HA930**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AAD English2S01H01/HA931**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AADEnglish3S01H02/HA932**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AADEnglish4S01H03/HA933**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AADGeometryS02H02/HA935**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AADPersonalFinanceS25H02/HA945**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AADPhysicalScienceS03H00/HA939**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AADU.S.GovernmentS25H00/HA943**

**Grade(s) / Prerequisite(s):**

**Credit(s): 0.5**

**Description:**

**AAD U.S. History S04H01 / HA942**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**AAD Work-Based Learning (SPED) S25H05 / HA919**

**Grade(s) / Prerequisite(s):** Assigned by School Personnel.

**Credit(s): 1**

**Description:**

**AAD World History and Geography S04H00 / HA941**

**Grade(s) / Prerequisite(s):**

**Credit(s): 1**

**Description:**

**Adaptive PE S G08H00 / HA901**

**Grade(s) / Prerequisite(s):** Grades 9-12. Assigned by School Personnel. May be repeated for more than 1 credit. **Credit(s):** 1

**Description:** Adapted Physical Education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability.

**Alternate Assessment Algebra 1 S02H00 / HA990**

**Grade(s) / Prerequisite(s):** Assigned by School Personnel.

**Credit(s):** 0

**Description:**

**Alternate Assessment Biology 1 S03H02 / HA991**

**Grade(s) / Prerequisite(s):** Assigned by School Personnel.

**Credit(s):** 0

**Description:**

**Alternate Assessment English 2 S01H01 / HA992**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0

**Description:**

**Blue University S25X27 / HA929**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** This course is a Special Education course to help our students learn the soft skills needed in order to succeed at the high school level.

**CDC Team S S25X27 / HA910**

**Grade(s) / Prerequisite(s):** Grades 9-12. Assigned by School Personnel.

**Credit(s):** 1

**Description:**

**ERC G25H10 / HA926**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 0

**Description:**

**Extended Resource S S25X27 / HA915**

**Grade(s) / Prerequisite(s):** Grades 9-12. Assigned by School Personnel.

**Credit(s):** 1

**Description:**

**Math Intervention S25X27 / HA920**

**Grade(s) / Prerequisite(s):** Assigned by School Personnel.

**Credit(s):** 0.5

**Description:**

**Principles of Transition: Focus S25H03 / HA952**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** Principles of Transition: Focus on Adulthood is designed to equip students with the knowledge and skills necessary to transition into postsecondary community involvement and independent living. Through a series of in-class and out-of-class activities, students will refine their self-awareness through a discovery process and then learn about relevant community support and how to access them.

**Principles of Transition: Introduction S25X28 / HA950**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** Principles of Transition: Introduction to Self-determination is designed to equip students with the knowledge concerning the legal rights of individuals with a disability and how to advocate for themselves in their school and community settings.

**Principles of Transition: Planning S25H04 / HA951**

**Grade(s) / Prerequisite(s):**

**Credit(s):** 1

**Description:** Principles of Transition: Planning for Postsecondary is designed to provide opportunities for students to finalize their postsecondary transition plans and develop concrete steps necessary to transition seamlessly into postsecondary, including being an active participant in developing a summary of performance.

**Reading Intervention S25X27 / HA921**

**Grade(s) / Prerequisite(s):** Assigned by School Personnel.

**Credit(s):** 0.5

**Description:**

**Tennessee Valley Early College (TVEC)**

**TVEC Freshman Year Seminar DE G25H20 / HAT09**

**Grade(s) / Prerequisite(s):** Grade 10 only. Placed by School Personnel. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** Designed to improve academic skills, and life management skills. Topics include time management, note-taking, test taking

strategies, library skills, campus resources, academic opportunities and policies, stress management, assertiveness, wellness, diversity and career exploration.

## **World Languages**

### **French 1 G24H21 / HAA01**

**Grade(s) / Prerequisite(s):** Grades 10-12 only. Must be taken in the same year with French 2. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course is an introductory course designed for students with little or no previous study of French. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on all four language skills: reading, writing, speaking and listening, as well as the culture of the French-speaking world. At this level, an emphasis will be placed on reading and listening. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at a novice-low level progressing through to a novice-high level. This course will introduce students to high frequency words used in the French language. As students progress through each unit, they will build upon previously learned material and be given opportunities to strengthen their use of the language through all of the modalities.

### **French 2 G24H22 / HAA02**

**Grade(s) / Prerequisite(s):** Grades 10-12 only. Either earned a credit in French 1 or currently requesting French 1. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course is designed for students who have successfully completed French 1 with the purpose of increasing proficiency in the French language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on all four language skills: reading, writing, speaking and listening, as well as the culture of the French-speaking world. Students will review and build on language and knowledge acquired in level 1. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at a novice-mid level progressing through to an intermediate-low level. This course will introduce students to high frequency words used in the French language. As students progress through each unit, they will build upon previously learned material and be given opportunities to strengthen their use of the language through all of the modalities.

### **French 3 H G24H23 / HAA03**

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Either earned a credit in French 2 or currently requesting French 2. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This Pre-AP course is designed for students who have successfully completed French 2 who have an interest in advancing their proficiency in the French language beyond a basic level. This course teaches advanced language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on further developing all four language modalities: reading, writing, speaking and listening, as well as the culture of the French-speaking world. Students will review and build on language and knowledge acquired in levels 1 and 2. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at an intermediate-low level progressing through to an intermediate-mid level. This course will utilize high frequency words in the French language as a basis to acquire more advanced and specific language and grammatical structures. AP themes will be utilized in the organization of the course. Students will read leveled novels in French both as a whole group and individually. This course will be taught as part of an AP pathway with the intention of preparing students for French AP.

### **French 4 AP Language & Culture G24H25 / HAA17**

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Either earned a credit in French 3 H or currently requesting French 3 H. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** The AP French Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. The course is organized into thematic units that include the following six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges. Students will explore cultural topics to develop awareness and appreciation of cultural products, practices, and perspectives. Language structures will be addressed according to how they serve the communicative task and not as an end goal unto themselves. The course strives to promote both fluency and accuracy in language use and avoid overemphasis on grammatical accuracy at the expense of communication. The course is taught almost exclusively in French. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP test as part of this class.

### **Spanish 1 G24H04 / HAA09**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s) Grades 9-12 .May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** This course is an introductory course designed for students with little or no previous study of Spanish. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on all four language skills: reading, writing, speaking and listening, as well as the culture of the Spanish-speaking world. At this level, an emphasis will be placed on reading and listening. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at a novice-low level progressing through to a novice-high level. This course will introduce students to high frequency words used in the Spanish language. As students progress through each unit, they will build upon previously learned material and be given opportunities to strengthen their use of the language through all of the modalities.

### **Spanish 2 G24H05 / HAA10**

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s) Grades 9-12. Either earned a credit in Spanish 1. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This course is designed for students who have successfully completed Spanish 1 with the purpose of increasing proficiency in the Spanish language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on all four language skills: reading, writing, speaking and listening, as well as the culture of the Spanish-speaking world. Students will review and build on language and knowledge acquired in level 1. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at a novice-mid level progressing through to an intermediate-low level. This course will introduce students to high frequency words used in the Spanish language. As students progress through each unit, they will build upon previously learned material and be given opportunities to strengthen their use of the language through all of the modalities.

### **Spanish 3 H G24H06 / HAA11**

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Either earned a credit in Spanish 2. May not be repeated for more than 1 credit. **Credit(s):** 1

**Description:** This honors course is designed for students who have successfully completed Spanish 2 who have an interest in advancing their proficiency in the Spanish language beyond a basic level. This course teaches advanced language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on further developing all four language modalities: reading, writing, speaking and listening, as well as the culture of the Spanish-speaking world. Students will review and build on language and knowledge acquired in levels 1 and 2. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at an intermediate-low

level progressing through to an intermediate-mid level. This course will utilize high frequency words in the Spanish language as a basis to acquire more advanced and specific language and grammatical structures. AP themes will be utilized in the organization of the course. Students will read leveled novels in Spanish both as a whole group and individually. This course will be taught as part of an AP pathway with the intention of preparing students for Spanish 4 and Spanish AP.

### **Spanish 4 H G24H07 / HAA12**

**Grade(s) / Prerequisite(s):** Prerequisite(s) Spanish 3 H

**Credit(s):** 1

**Description:** This Pre-AP course is designed for students who have successfully completed Spanish 3 Honors who have an interest in advancing their proficiency in the Spanish language beyond an intermediate level. This course teaches advanced language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on further developing all four language modalities: reading, writing, speaking and listening, as well as the culture of the Spanish-speaking world. Students will review and build on language and knowledge acquired in levels 1 through 3. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at an intermediate-low level progressing through to an intermediate-mid level. This course will utilize high frequency words in the Spanish language as a basis to acquire more advanced and specific language and grammatical structures. AP themes will be utilized in the organization of the course. Students will read leveled novels in Spanish both as a whole group and individually. This course will be taught as part of an AP pathway with the intention of preparing students for Spanish AP.

### **Spanish 5 H G24H50 / HAA13**

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Must have earned credit in (or be requesting) Spanish 4 H. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** The fifth year Spanish course at Cleveland High School is designed for the truly superior student who wants to excel in all areas of language study. The emphasis is on refinement of grammar and vocabulary through reading classical and modern literature in Spanish. Students are helped to identify specific areas of need and to work to overcome deficiencies in language skills through extensive reading and practice in all areas. Cultural enrichment is provided through the use of literature, video, music, television programming, and personal contact in the target language.

### **Spanish AP Language & Culture G24H08 / HAA15**

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Either earned a credit in Spanish 3 H or currently requesting Spanish 3 H. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** The AP Spanish Language and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Spain, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), while honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the varying cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

### **Spanish for Heritage Speakers 1 G24H60 / HAA19**

**Grade(s) / Prerequisite(s):** These students have been placed in these classes based on their test scores. Students are not allowed to freely sign up for this class.

**Credit(s):** 1

**Description:** This course is designed specifically for students who were immersed or exposed to the Spanish language while growing up, but who have received little or no formal instruction in Spanish. The course is designed to build on the language base students already possess. The purpose of the course is to strengthen students' competence in the oral and written standard varieties of Spanish by building on their previous knowledge to expand their vocabulary, grammar, and achieve more confidence and fluency in speaking and writing while learning about the diversity of the Hispanic cultures. The primary purpose of the course is to develop reading and writing skills, although all four language skills

(listening, speaking, reading, and writing) are emphasized through the comprehensible input approach. The skills acquired in this course will help reinforce students' bilingual abilities, develop biliteracy and cultural competence.

### **Spanish for Heritage Speakers 2 G24H61 / HAA20**

**Grade(s) / Prerequisite(s):** These students have been placed in these classes based on their test scores. Students are not allowed to freely sign up for this class.

**Credit(s):** 1

**Description:** This course is designed specifically for students who have successfully completed Spanish for Heritage Speakers 1. This course is design with the purpose of increasing proficiency in the Spanish language.who were immersed or exposed to the Spanish language while growing up, but who have received little or no formal instruction in Spanish. The course is designed to build on the language base students already possess. The purpose of the course is to strengthen students' competence in the oral and written standard varieties of Spanish by building on their previous knowledge to expand their vocabulary, grammar, and achieve more confidence and fluency in speaking and writing while learning about the diversity of the Hispanic cultures. The primary purpose of the course is to develop reading and writing skills, although all four language skills (listening, speaking, reading, and writing) are emphasized through the comprehensible input approach. The skills acquired in this course will help reinforce students' bilingual abilities, develop biliteracy and cultural competence.

### **Spanish for Heritage Speakers 3 H G24H62 / HAA21H**

**Grade(s) / Prerequisite(s):** Grades 10-12 only. Either earned a credit in Spanish for Heritage Speakers 2 or currently requesting Spanish for Heritage Speakers 2. May not be repeated for more than 1 credit.

**Credit(s):** 1

**Description:** This honors course is designed for students who have successfully completed Spanish for Heritage Speakers 2 who have an interest in advancing their proficiency in the Spanish language beyond a basic level. This course teaches advanced language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on further developing all four language modalities: reading, writing, speaking and listening, as well as the culture of the Spanish speaking world. Students will review and build on language and knowledge acquired in levels 1 and 2. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at an intermediate-low level progressing through to an intermediate-mid level. This course will utilize high frequency words in the Spanish language as a basis to acquire more advanced and specific language and grammatical structures. AP themes will be utilized in the organization of the course. Students will read leveled novels in Spanish both as a whole group and individually. This course will be taught as part of an AP pathway with the intention of preparing students for Spanish 4 and Spanish AP.

---

## MEMO

To: Cleveland City Schools Board of Education  
Dr. Jeff Elliott

From: Michael Kahrs, Director of Student Information Systems

Date: March 25, 2026

Re: Virtual Testing Days for Cleveland High School End of Course Exams

---

Having received a comprehensive plan from Cleveland High School, I am requesting the use of Wednesday, April 29, 2026 and Thursday, April 30, 2026 as Virtual Learning Days for Cleveland High School as allowed by Board Policy 4.212 and T.C.A. § 49-6-3004(i)(3) to complete TCAP End of Course Testing. The flexibility offered by virtual days is crucial to providing the appropriate coverage to ensure a positive testing experience for teachers and students.

Attached is Mr. Pritchard's original proposal.



Dr. Elliott,

I am writing to formally submit Cleveland High School's proposal for End of Course (EOC) testing dates, along with detailed testing logistics and academic/operational plans to ensure a secure, efficient, and student-centered administration process.

### **Testing Logistics and Details**

Cleveland High School proposes the following EOC testing schedule:

- Wednesday, April 22– ELA Subpart 1
- Wednesday, April 29(Virtual Learning Day) – ELA Subparts 2 & 3 and Biology
- Thursday, April 30(Virtual Learning Day) – Math Subparts 1, 2, & 3 and U.S. History

The number of students testing per content area is as follows:

- ELA I – 416 students
- ELA II – 466 students
- Algebra I – 393 students
- Algebra II – 419 students
- Geometry – 440 students
- U.S. History – 311 students
- Biology – 446 students

Cleveland High School has a total student population of 1,635 students. While some students will participate in multiple assessments, the total number of exams to be administered is 2,445.

To ensure optimal testing conditions, including reduced group sizes and increased test security, non-tested students will participate in virtual learning on April 29 and April 30. This approach allows us to decrease the number of students per testing room and provide a more controlled and distraction-free environment.

All Cleveland High School teachers will report to the building on testing days and will be assigned roles as test administrators or proctors. This staffing model ensures that each testing location is adequately supervised, further supporting test integrity and compliance with state guidelines.

### **Academic and Operational Details**

Students who are not scheduled for testing will engage in virtual learning from home. Assignments will be provided by content-area teachers and will be accessible through Canvas, our learning management system (LMS). This ensures continuity of instruction while maintaining focus on testing operations within the building.

All staff members will be actively utilized during testing. In addition, standard procedures for breakfast and lunch service will remain in place on virtual days to ensure students continue to have access to meals.



Cleveland High School has implemented ongoing, year-long academic interventions through our RTI framework, as well as through STAR (Students Taking Academic Responsibility). In prior attempts to implement Learning Labs for intervention during virtual testing days, we encountered significant challenges, including student behavioral concerns, lack of attendance, and difficulty maintaining adequate supervision. These issues were compounded by the need to allocate the majority of staff to EOC administration in order to maintain smaller testing groups and uphold testing integrity.

Given these challenges, we believe the proposed virtual learning structure for non-tested students is the most effective and efficient approach; however, seniors who are currently failing will be required to attend school on the virtual days.

For students who may not have transportation immediately following their testing session, designated staff members will supervise assigned locations within the building. Historically, the number of students requiring this accommodation has been minimal and manageable.

In summary, this proposal prioritizes test security, optimal testing conditions, effective use of staff, and continued academic engagement for all students. We are confident that this plan will support a smooth and successful administration of EOC assessments at Cleveland High School.

Thank you for your consideration of this request. Please feel free to contact me if additional information is needed.

Sincerely,

Bob Pritchard

Principal, Cleveland High School



---

775 Raider Drive, Cleveland, TN 37312 • p: 423.472.9571 • f: 423.472.3390 • [clevelandschools.org](http://clevelandschools.org)

## MEMORANDUM

**To:** Cleveland City Schools Board of Education

**From:** Jeff Elliott, Director of Schools

**Date:** April 6, 2026

**Subject:** Recommendation to Modify May 15, 2026 School Calendar

Since Cleveland City Schools has not utilized all allocated stockpile days for the current school year, I recommend converting Friday, May 15, 2026, from a regular instructional day to a professional development day for staff. This adjustment will provide valuable time for our educators to prepare for end-of-year programs, plan for summer learning opportunities, and engage in curriculum alignment work in preparation for the 2026–2027 school year.

# DIRECTOR'S UPDATE

April 6, 2026



## **The Cleveland City Schools Shield Represents Our 4 Core Beliefs**

- **Ensuring Student Academic Success**
- **Supporting Students and Families With Services**
- **Creating a Clear Culture of Communication**
- **Recruiting, Developing, and Retaining Highly Effective Employees**



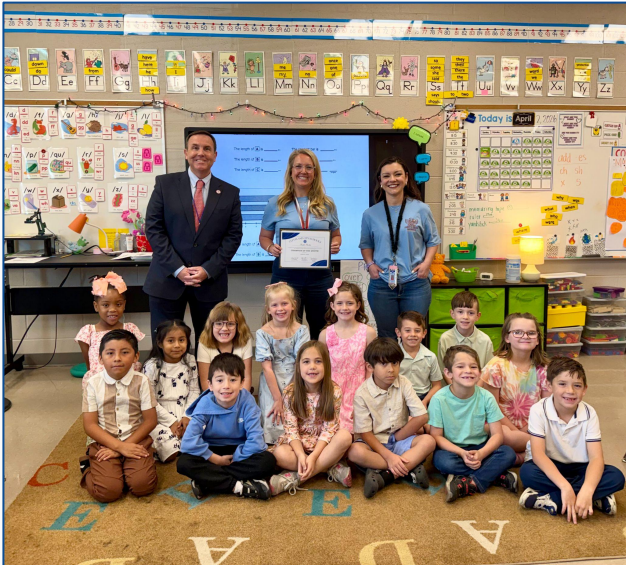
## Highlights

## Upcoming Events

## Champions



**CHAMPION  
OF THE  
MONTH  
AWARD**



**Mrs. Beth Botta - 1st Grade**



**Naomi York - 4th Grade**

## Highlights



**March 2-3: SCOPE Conference in Nashville at Belmont**



**March 3-5: TOSS Legislative and Learning Conference in Nashville**



**March 4-6: Coordinated School Health Conference**



**March 9-13: Spring Break**



**March 17: Raiderpalooza 8th Grade Night at CHS**



**March 20: Elementary Honors Chorus Concert at Conn Center**



**March 24: Breakfast with the Board at Candy's Creek Cherokee**



**March 24: Facilities Committee at Candy's Creek Cherokee**



**March 27: Board Retreat at Cleveland Jetport**



**March 28: Kindergarten Registration Day at Raider Arena**



**March 31: Elementary PE Celebration of Movement at CHS Arena**



**Spring Sports, Family Nights, Concerts, Plays**



# Cleveland City Schools Announces New Principals for 2026-2027



**Donald Benton**  
Ross Elementary



**Dr. Alicia Kahrs**  
Arnold Memorial  
Elementary



**Dr. Joe Parker**  
Blythe-Bower Elementary

# Upcoming Events

**April 13****TCAP/ EOC Test Window**

Opens &amp; Window Opens

**April 23****Graduates of Distinction**

6 p.m. at CHS

**April 25****Celebrate BLUE**

6 p.m. at CHS

**April 27****Senior Honors**

at 6 p.m. at First Baptist

**April 28****Breakfast**

at 8 a.m. at Mayfield

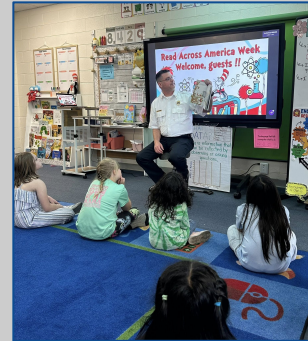
**April 28****Facilities Committee**

Mayfield at 9:30 a.m.

## Highlights

## Upcoming Events

## Champions



# Highlights

# Upcoming Events

# Champions

## Cleveland Middle Students Use STEM to Help Classmates



Building Champions.  
Building Community.



OPEN DOORS

CLASSMATES BOOST ACCESS FOR WHEELCHAIR-BOUND PEERS



## Highlights

## Upcoming Events

## Champions



## Highlights



## Upcoming Events



## Champions



# DIRECTOR'S UPDATE

April 6, 2026





# Candy's Creek Cherokee Elementary School

Annual Report to the School Board

---

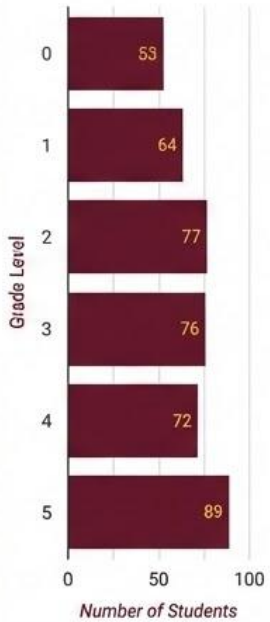
April 6, 2026



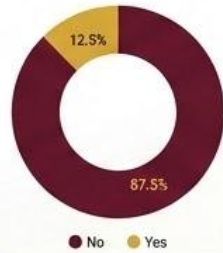


# DEMOGRAPHICS

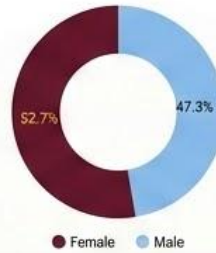
### Grade Level



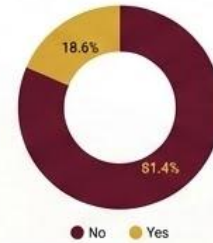
### Economically Disadvantaged



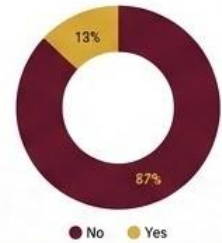
### Gender



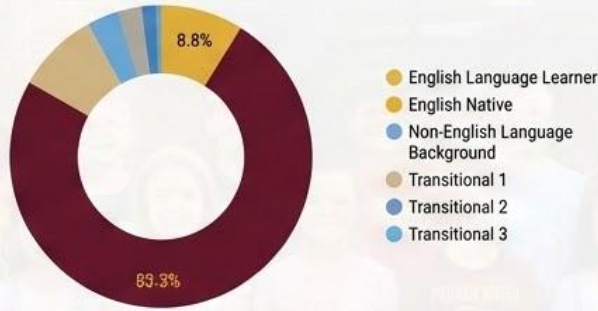
### Special Education



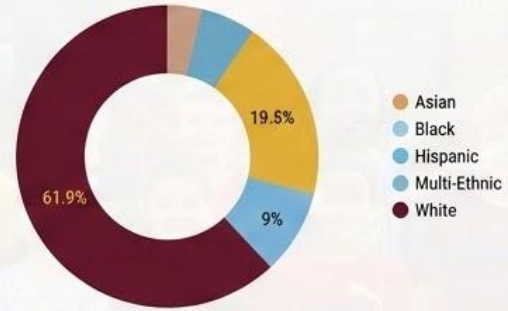
### ESL



### English as a Second Language Code



### Tennessee Race/Ethnicity





# ATTENDANCE IMPROVEMENTS!

## Average Daily Attendance (ADA)



25-26 School Year - ADA **95.1%**

24-25 School Year - ADA 94.4%

23-24 School Year - ADA 93.7%

## Students Considered Chronically Absent



25-26 School Year - **10.8%** of students

24-25 School Year - 14% of students

23-24 School Year - 17% of students



# HIGHLIGHTS FOR THE 25-26 SCHOOL YEAR



Pre-K added classroom



Opening of the STEM Lab



Opening of the  
STEM Lab



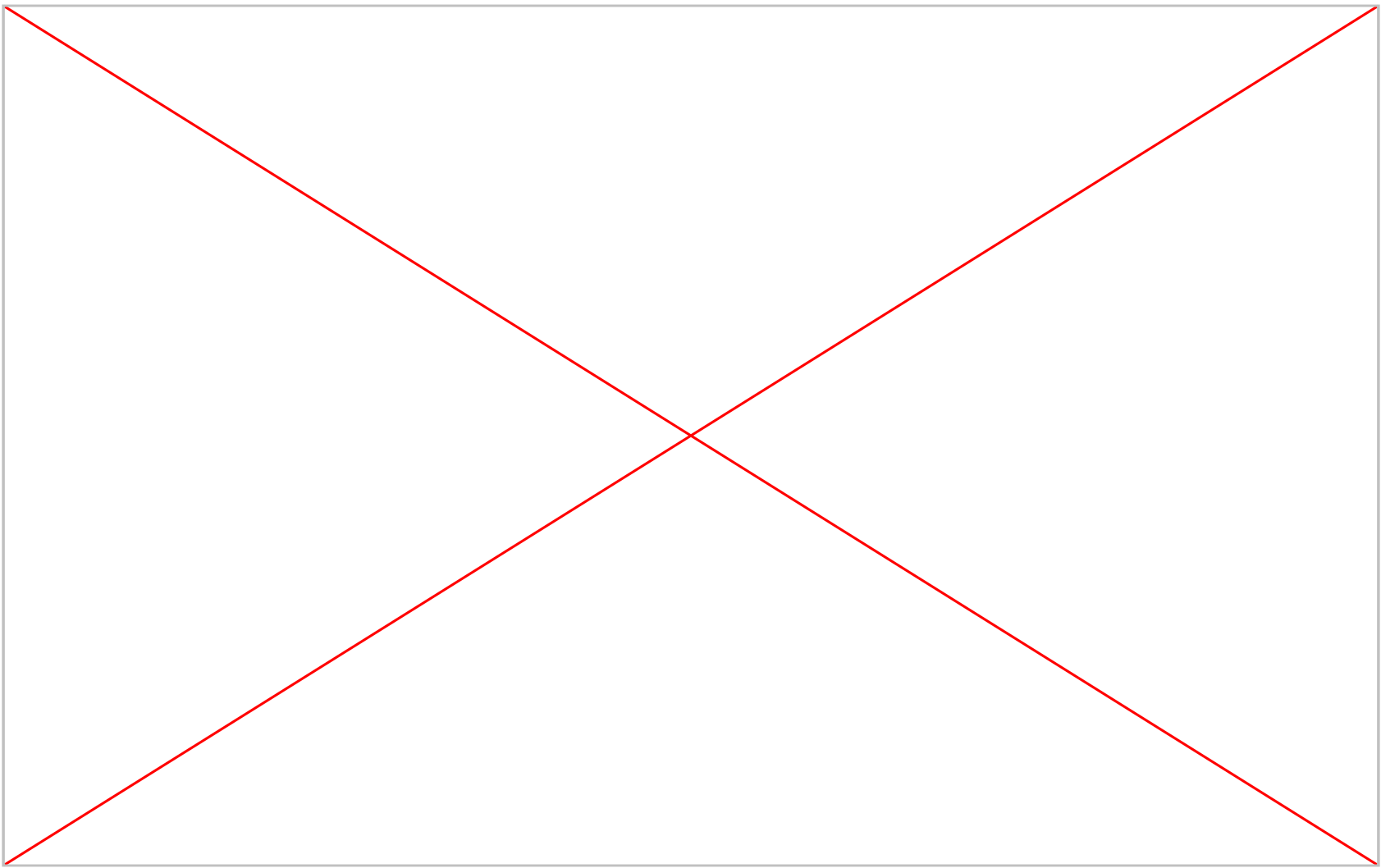
TN Reward School



Campus Improvements



A+ School Rating





**THANK YOU**

FOR YOUR SUPPORT  
OF OUR SCHOOL





---

775 Raider Drive, Cleveland, TN 37312 • p: 423.472.9571 • f: 423.472.3390 • [clevelandschools.org](http://clevelandschools.org)

April 6, 2026

TO: Cleveland City Schools Board of Education  
Dr. Jeff Elliott, Director of Schools

FROM: Cindy Geren, Director of Finance  
Kathy Barry, Supervisor of Child Nutrition

SUBJECT: Cleveland Middle School and Cleveland High School cafeterias

As you are aware, the Food Service Management Contract (FSMC) with Sodexo ends June 30, 2026.

We would like to take this opportunity to formally request that the FSMC not be renewed and management of the Cleveland Middle School and Cleveland High School cafeterias be transitioned to the Child Nutrition Department effective July 1, 2026.

Thank you for your consideration of this request.

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term: <b>Appeals to and Appearances Before the Board</b>	Descriptor Code: <b>1.404</b>	Issued Date: <b>05/04/26</b>
		Rescinds: <b>1.404</b>	Issued: <b>09/05/23</b>

## 1 APPEALS TO THE BOARD

2 Any matter relating to the operation of the school system may be ~~addressed~~ **appealed** ~~at a~~ **to the** Board  
3 ~~meeting~~. However, the Board desires that all matters be settled at the lowest level of responsibility and  
4 **the Board will shall** not hear complaints or concerns which have not advanced through the proper  
5 administrative procedure ~~from the point of origin~~.

6 If all steps of the administrative procedure have been pursued and there is still a desire to appeal to the  
7 Board, the matter shall be referred in writing to the office of the Director **of Schools**, **and** the Board shall  
8 determine whether to hear the appeal.

## 9 ~~APPEARING BEFORE THE BOARD/PRE-MEETING REQUEST~~

10 **Individuals\* speaking to the Board shall address remarks to the Chair and may direct questions to**  
11 **individual board members or staff members only upon approval of the Chair. The Chair shall have the**  
12 **authority to terminate the remarks of any individual who violates state law or does not adhere to Board**  
13 **rules.<sup>1</sup> Members of the Board and the Director of Schools may have the privilege of asking questions**  
14 **of any person who addresses the Board.**

15 ~~There shall be a public comment period for each meeting with actionable items on the agenda, with the~~  
16 ~~exception of teacher disciplinary hearings.<sup>2</sup> Individuals\* desiring to appear before the Board must~~  
17 ~~submit a written request with descriptive materials to the office of the Director three (3) days before~~  
18 ~~the meeting. If the request is approved by the Executive Committee, the item will be placed on the~~  
19 ~~agenda. Individuals placed on the agenda will be recognized at the beginning of the meeting and given~~  
20 ~~time to speak when their topic of interest is addressed on the agenda. All requests submitted, whether~~  
21 ~~approved or denied by the Executive Committee, will be included in the board packet.~~

22 Delegations must select only one **(1)** individual to speak on their behalf unless otherwise determined  
23 by the Board.

24 The ~~chairman~~ **Chair** may recognize individuals not on the agenda for remarks to the Board if he/she  
25 determines that such is in the public interest. A majority vote of members present can overrule the  
26 decision of the chairman.

27 ~~Individuals speaking to the Board shall address remarks to the chairman and may direct questions to~~  
28 ~~individual board members or staff members only upon approval of the chairman. Each person speaking~~  
29 ~~shall state his name, address, and subject of presentation. Remarks will be limited to five (5) minutes~~  
30 ~~unless time is extended by the Board. The chairman shall have the authority to terminate the remarks~~  
31 ~~of any individual who is disruptive or does not adhere to Board rules.<sup>1</sup> Members of the Board and~~  
32 ~~Director of Schools may have the privilege of asking questions of any person who addresses the Board.~~

1 Individuals desiring additional information about any item on the agenda shall direct such inquiries to  
2 the office of the Director of Schools.

3 ~~ADDRESSING THE BOARD ON AGENDA ITEMS/ SAME-DAY REQUEST~~

4 *Public Comment Period<sup>2</sup>*

5 There shall be a public comment period for each meeting with actionable items on the agenda, with the  
6 exception of teacher disciplinary hearing. Comments shall be limited to topics listed on the agenda and  
7 matters germane to the school board's jurisdiction. The total public comment period shall be for no more  
8 than thirty (30) minutes unless extended by the majority vote of the board members present. If any  
9 individual wishes to address the Board, he/she shall sign up on the form provided at the beginning of the  
10 board meeting to request a time to speak. Any person wishing to address the board must list his/her  
11 name, address, and item for comments. Each person will be given three (3) minutes to address the Board  
12 unless time is extended by majority vote of members present. A copy of the meeting agenda and a sign-  
13 in sheet will be made available thirty (30) minutes prior to the start of any meeting of the Board.

14 *Adding an Item to the Agenda*

15 Individuals\* desiring to appear before the Board shall submit a written request with descriptive materials  
16 to the office of the Director of Schools three (3) days before the meeting. If the request is approved by  
17 the Executive Committee, the item will be placed on the agenda. Individuals placed on the agenda will  
18 be recognized at the beginning of the meeting and given five (5) minutes to speak when their topic of  
19 interest is addressed on the agenda unless their time is extended by the Board. All requests submitted,  
20 whether approved or denied by the Executive Committee, will be included in the board packet.

21 ~~Any person\* may request the opportunity to address the Board on an agenda item. A copy of the meeting  
22 agenda and a sign-in sheet will be made available thirty (30) minutes prior to the start of any meeting of  
23 the Board. Any person wishing to address the board must list his/her name, address, and agenda item  
24 for comments. The chair will recognize the first five (5) persons requesting to comment on an agenda  
25 item immediately following adoption of the agenda. Any additional person(s) may be approved by  
26 majority vote of the members present. Each person will be given three (3) minutes to address the Board  
27 unless time is extended by majority vote of members present. The Board reserves the right to terminate  
28 public comments by majority vote after thirty (30) minutes.~~

29 Each person requesting to comment on an agenda item must agree to the following statement before  
30 addressing the Board:

31 The Board wishes to hear the opinion of interested parties on matters pertaining to the business of the  
32 Board. All comments shall be restricted to the scope of the agenda item and shall not address topics  
33 outside the Board's meeting agenda. Failure to adhere by the rules of the Board<sup>1</sup> shall result in the chair  
34 terminating the remarks of the individual.

35 Individuals speaking to the Board shall address remarks to the Chair and may direct questions to  
36 individual board members or staff members only upon approval of the Chair. Each person speaking shall  
37 state his/her name, address, and agenda item for comment. The Chair shall have the authority to terminate  
38 the remarks of any individual who is disruptive violates state law or does not adhere to Board rules.<sup>1</sup>

1 Individuals desiring additional information about any item on the agenda shall direct such inquiries to  
2 the office of the Director of Schools.

3 \*An individual or person referenced within this policy refers to a city resident, a Cleveland City Schools  
4 employee, or a parent/guardian of a Cleveland City Schools student.

---

Legal References

1. [TCA 39-17-306](#), **Public Chapter 620, 2026**
2. [TCA 8-44-112](#)

Cross References

School Board Meetings 1.400  
Public Hearings 1.401  
Agendas 1.403  
Discrimination/Harassment of Employees 5.500  
Complaints and Grievances 5.501  
Student Discrimination, Harassment, Bullying, Cyber-  
bullying, and Intimidation 6.304  
Student Concerns 6.305

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term:  <b>Attendance</b>	Descriptor Code: <b>6.200</b>	Issued Date: <b>05/04/26</b>
		Rescinds: <b>6.200</b>	Issued:

1 *General*

2 Attendance is a key factor in student achievement; therefore, students are expected to be present each  
3 day school is in session.

4 The Director of Schools/designee shall ensure that this policy is posted in each school building and  
5 disseminated to all students, parent(s)/guardian(s), teachers, and administrative staff.

6 The Attendance Supervisor shall oversee the entire attendance program which shall include: <sup>1</sup>

- 7 1. All accounting and reporting procedures and their dissemination;
- 8 2. Alternative program options for students who severely fail to meet minimum attendance  
9 requirements;
- 10 3. Ensuring that all school age children attend school;
- 11 4. Providing documentation of enrollment status upon request for students applying for new or  
12 reinstatement of driver's permit or license; and
- 13
- 14 5. Notifying the Department of Safety whenever a student with a driver's permit or license  
15 withdraws from school.<sup>2</sup>

16 Student attendance records shall be given the same level of confidentiality as other student records. Only  
17 authorized school officials with legitimate educational purposes may have access to student information  
18 without the consent of the student or parent(s)/guardian(s).<sup>3</sup>

19 Absences shall be classified as either excused or unexcused as determined by the principal/designee.  
20 Excused absences shall include: <sup>4</sup>

- 21 1. Personal illness/injury;
- 22
- 23 2. Illness of immediate family member;
- 24
- 25 3. Death in the family;
- 26
- 27 4. Extreme weather conditions;
- 28

- 1 5. Religious observances;<sup>5</sup>
- 2
- 3 6. Pregnancy;
- 4
- 5 7. School-endorsed activities;
- 6
- 7 8. Summons, subpoena, or court order; or
- 8
- 9 9. Circumstances which in the judgment of the principal create emergencies over which the
- 10 student has no control.

11 The principal shall be responsible for ensuring that:<sup>6</sup>

- 12 1. Attendance is checked and reported daily for each class;
- 13
- 14 2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent
- 15 for the majority of the day;
- 16
- 17 3. All student absences are verified;
- 18
- 19 4. Written excuses are submitted for absences and tardiness; and
- 20
- 21 5. System-wide procedures for accounting and reporting are followed.

## 22 **TRUANCY**

23 Annually, the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that  
24 attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled  
25 school day in order to be counted present. Students may attend part-time days, alternating days, or for a  
26 specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be  
27 considered present for school attendance purposes. If a student is required to participate in a remedial  
28 instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s)  
29 and the school district provides transportation, unexcused absences from these programs shall be  
30 reported in the same manner.<sup>7</sup>

31 A student who is absent five (5) days without adequate excuse shall be reported to the Director of  
32 Schools/designee who will, in turn, provide written or actual notice to the parent(s)/guardian(s) of the  
33 student's absence. If a parent/guardian does not provide documentation within adequate time excusing  
34 those absences or request an attendance hearing, then the Director of Schools shall implement tier two  
35 of the progressive truancy plan described below prior to referral to juvenile court.

### 36 *Progressive Truancy Plan*<sup>8</sup>

#### 37 Tier 1: Prevention-Oriented Supports

- 38 a. The progressive truancy plan will be published annually to parents and students prior to the
- 39 start of the school year.

1 b. Each school will be responsible for contacting the parent/guardian of a student who  
2 accumulates 5 days of unexcused absences. If the student accumulates another unexcused  
3 absence after contact is made with the parent/guardian, a referral to Tier 2 will be made and the  
4 Campus Court Mediation process will begin.

5 Tier 2: Campus Court Mediation

6 a. School personnel will schedule a meeting with the student, parent/guardian, relevant school  
7 personnel, and Juvenile Court Staff mediator;

8 b. During the meeting, an agreement will be drafted and signed by the student, parent/guardian,  
9 school personnel, and Juvenile Court Staff Mediator. A review date will be set for each  
10 agreement. The agreement will include, but will not be limited to:

11 i. Attendance expectations;

12 ii. Penalties for additional absences;

13 iii. Any additional expectations determined necessary by meeting members; and/or

14 iv. If necessary, referral of the child to counseling, community-based services, or other  
15 in-school or out-of-school services aimed at addressing the student's attendance  
16 problems.

17

18 c. A report of the meeting will be drafted and maintained in the Campus Court system. The  
19 report will include the basis for the student's absences provided by the parent, as well as a  
20 report from the school concerning the student's absences.

21 d. A review date will be set for each Tier 2 case.

22 Tier 3: Campus Court Review and Services

23 a. If following the Tier 2 process, a student accumulates one or more unexcused absences, a  
24 review meeting will be scheduled with the student, parent/guardian, relevant school personnel,  
25 and the Juvenile Court Staff mediator.

26 b. The mediator may recommend any services deemed necessary by the mediator.

27 c. The student may be referred to the "Behavior Unit" for a service assessment.

28 d. Further absences or non-compliance will result in a Juvenile Court petition for truancy  
29 pursuant to T.C.A. § 49-6-3009 through Bradley County Juvenile Court.

30 If Tier 2 or Tier 3 is unsuccessful with a student and the school can document that the student's  
31 parent/guardian is unwilling to cooperate with the truancy intervention plan, then a referral may be  
32 made to Bradley County Juvenile Court without first having to implement subsequent intervention  
33 tiers, if any, pursuant to T.C.A. § 49-6- 3009(f)(1-2). Evidence that a parent/guardian is unwilling to  
34 cooperate can include, but is not limited to, a parent/guardian's failure or refusal, on multiple  
35 occasions, to attend meetings scheduled for Tier 2 or 3 interventions, return telephone calls, attend

1 follow-up meetings, enter into an attendance agreement, or actively participate in any of the tiers of the  
2 truancy intervention plan.

### 3 **NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITY**<sup>9</sup>

4 A principal/designee may excuse a student to participate in non-school sponsored extracurricular  
5 activities. The principal shall document the approval in writing and shall excuse no more than ten (10)  
6 absences each school year. No later than seven (7) business days prior to the student's absence, the  
7 student shall provide documentation to the school as proof of the student's participation along with a  
8 written request for the excused absence from the student's parent/guardian. The request shall include  
9 the following:

- 10 1. Student's name and personal identification number;
- 11
- 12 2. Student's grade;
- 13
- 14 3. The dates of the student's absence;
- 15
- 16 4. The reason for the student's absence; and
- 17
- 18 5. The signatures of the student and parent/guardian.
- 19
- 20 6. Excuse for a sibling's attendance in this activity must be requested at the student's individual
- 21 school.

### 22 **RELEASED TIME COURSE**<sup>10</sup>

23 A principal/designee may excuse a student to attend a course in religious moral instruction for up to  
24 one (1) class period per school day. Students shall not be excused during any class which requires an  
25 examination for state or federal accountability purposes.

26 **Students shall only be permitted to attend courses provided by entities that certify in writing that they**  
27 **have complied with background check requirements outline in state law.**<sup>11</sup> The student shall submit a  
28 written consent form signed by the student's parent/guardian prior to participation in the released time  
29 course. The principal/designee shall document the approval in writing. The student shall provide  
30 documentation to the principal/designee as proof of the student's participation in the released time  
31 course.

32 The district shall not be responsible for transporting students to and from the place of instruction.

### 33 **MAKE-UP WORK**

34 Students will have an equal amount of time plus one day to make up work missed due to an excused  
35 absence. (I.e. student is absent Monday, make-up work must be turned in Wednesday; student misses  
36 Monday and Tuesday, make-up work must be turned in Friday). Make-up work for unexcused  
37 absences will be handled on a case by case basis. Make-up work for absences (arranged at least one  
38 week in advance) may be provided.

1

**2 STATE-MANDATED ASSESSMENT**

3 Students who are absent the day of the scheduled end-of-course (EOC) exams shall present a signed  
4 doctor's excuse or shall have been given an excused release by the principal prior to testing to receive  
5 an excused absence. Students who have excused absences will be allowed to take a make-up exam.  
6 Excused students will receive an incomplete in the course until they have taken the EOC exam.

7 Students who have an unexcused absence shall receive a failing grade on the EOC exam which shall be  
8 averaged into their final grade.

**9 CREDIT/PROMOTION DENIAL**

10 Credit/promotion denial determinations may include student attendance; however, student attendance  
11 may not be the sole criterion.<sup>12</sup> If attendance is a factor prior to credit/promotion denial, the following  
12 shall occur:

- 13 1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of  
14 credit/promotion denial due to excessive absenteeism; and  
15
- 16 2. Procedures in due process are available to the student when credit or promotion is denied.

**17 DRIVER'S LICENSE REVOCATION<sup>2</sup>**

18 A student who has more than ten (10) consecutive or fifteen (15) unexcused absences during any  
19 semester shall be ineligible to retain a driver's permit or license.

**20 ATTENDANCE HEARING<sup>13</sup>**

21 Students with excessive (more than five (5)) unexcused absences or those in danger of credit/promotion  
22 denial shall have the opportunity to appeal to an attendance hearing committee appointed by the  
23 principal. If the student chooses to appeal, the student or his/her parent(s)/guardian(s) shall be provided  
24 written or actual notice of the appeal hearing and shall be given the opportunity to address the committee.  
25 The committee will conduct a hearing to determine if any extenuating circumstances exist to excuse an  
26 absence(s) or to determine if the student has met attendance requirements that will allow him/her to pass  
27 the course or be promoted. Upon notification of the attendance committee decision, the principal shall  
28 send written notification to the Director of Schools/designee and the parent(s)/guardian(s) of the student  
29 of any action taken regarding the excessive unexcused absences. The notification shall advise  
30 parent(s)/guardian(s) of their right to appeal such action within two (2) school days to the Director of  
31 Schools/designee.

32 The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

33 Within five (5) school days of the Director of Schools/designee rendering a decision, the student's  
34 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.  
35 Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee.  
36 The action of the Board shall be final.

---

  
Legal References

1. [TCA 49-6-3006](#)
2. [TCA 49-6-3017\(c\)](#)
3. [20 USCA § 1232g](#)
4. [TRR/MS 0520-01-02-.17\(5\)](#); [State Board of Education Policy 4.100](#)
5. [TCA 49-6-2904\(b\)\(5\)](#)
6. [TCA 49-6-3007](#)
7. [TCA 49-6-3021](#)
8. [TCA 49-6-3007](#); [TCA 49-6-3009](#)
9. [TCA 49-6-3022](#)
10. [TCA 49-2-130](#)
11. [TCA 49-2-130i](#)
12. [TCA 49-2-203\(b\)\(7\)](#); [TCA 49-6-3002\(b\)](#)
13. [TRR/MS 0520-01-02-.17\(7\)](#)

## Cross References

School Calendar 1.800  
Extracurricular Activities 4.300  
Interscholastic Athletics 4.301  
Field Trips/Excursions/Competitions 4.302  
Reporting Student Progress 4.601  
Promotion and Retention 4.603  
Recognition of Religious Beliefs, Customs, & Holidays 4.803  
Voluntary Pre-K Attendance 6.2011  
Homeless Students 6.503  
Students in Foster Care 6.505  
Students from Military Families 6.506  
Student Records 6.600

# Strategic Plan Update

Department of Student Information Systems  
April 2026 Board Meeting

*Michael Kahrs, Director*



**Cleveland**  
CITY SCHOOLS  
STUDENT INFORMATION

# Department Overview and Team



## Student Information & State Reporting

Ensuring accurate student records and compliance with state data submission requirements.



## Assessments

Managing and coordinating district-wide student assessment programs and platforms.



## Data, Analytics, and Accountability

Providing data insights, performance analysis, and accountability reporting for strategic decision-making.



**Michael Kahrs**  
*Director*



**Kathy Blackner**  
*Database Coordinator*



**Kim Shay**  
*SIS Coordinator*



**Savannah Shell**  
*Secondary Coordinator*



**Karen Linn**  
*Administrative Assistant*

# EDUCATE: Our Operational Core

*Educate. Innovate. Elevate.*

## Securing Funding

Ensuring accurate and timely state reporting to maximize district resources. Over 1 million data points are checked each year from PowerSchool SIS and TN Pulse to ensure maximum funding.



## Seamless Access

Streamlining student and staff access to educational platforms through automated rostering. Nightly syncs and real-time connections make it possible to jump into online platforms as quickly as possible.



## Actionable Insights

Delivering data analysis and services to evaluate existing programs and guide future academic initiatives. School teams can be confident their initiatives are working with real-time and historical data to guide them.



# Innovate: Modernizing Systems

Educate. **Innovate.** Elevate.

## De-Siloing Data

Breaking down information barriers to put actionable data directly into the hands of school-level users. School teams no longer have to wait on the district to analyze data with new tools.



## AI-Powered Support

Launched "PowerSchool Ninja" built on Google Gemini and NotebookLM to provide an on-demand, virtual help desk for staff. No more lag time waiting on return calls or emails.



## Strategic Restructuring

Realigning department duties with Kathy Blackner's retirement in order to maximize efficiency across assessments, enrollment, state reporting, accountability, and analytics.



# *Elevate*: Enhancing User Experience

*Educate. Innovate. **Elevate.***

## Frictionless Enrollment

No additional account creation will be needed for PS Enrollment Express, as we upgrade to dramatically reduce the administrative burden on families and school staff in Summer 2026.



## MyPowerHub Launch

Transforming the current PowerSchool teacher, parent, and student portals into a vastly more comprehensive, user-friendly hub for in Summer 2026.



## Digital Assessments

With less administrative burden and exponentially faster results, we are partnering with Innovation for the district-wide transition to online state testing for the 2026-2027 school year.



# 25/26 Key Achievements and Big Wins



## State Reporting

Successfully transitioned to the state's new TEDS/EdFi data system.



## School Empowerment

Transitioned Cleveland High School to independently create master and student schedules.



## Student Tracking

Created a comprehensive new tracking system for Homeschool and Non-Public School students.



## Records Management

Launched a major initiative to organize, digitize, and compress historical student records.

**I LOVED YOUR PRESENTATION**



**ESPECIALLY  
THE PART YOU  
ENDED IT.**

# April Update



By: Lily Hakes

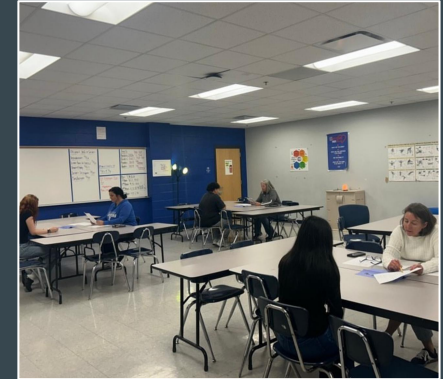
# Raider Palooza

This month CHS opened its doors for incoming freshman to take tours, see all the things they can get involved in at CHS. Every sport and club worked hard to show up and out for this event. Additionally, later in the month eighth graders from CHS were able to spend the day touring the school and experiencing what their life will be like next year.



# Interviews

This month the senior class participated in mock interviews with members of the community to prepare them for their future career endeavors. Additionally, the Freshman experiences classes were able to have mock interviews after practicing how to make cover letters, resumes, and how to complete a job application.



# Other News

Students Garrett Corum, Shakhaina Gasaway, Lila Dunn, and Colt Maughon participated with other 9th-12th grade students across the state in the Student Congress on Policies in Education (SCOPE).

Additionally, in cosmetology, three students earned their Tennessee Hair Braiding Certification.



# Sports

The seniors on the tennis team were honored this month.

Additionally, other spring sports are in full swing.



# Upcoming Events

Special Olympic Events

Prom April 11th

Seussical the Musical April 17-20th

Graduates of Distinction Ceremony April 23rd

Senior Awards Night April 27th



Digital mockup of proposed mural- 04/01/26

<b>Cleveland City Schools</b>					
<b>Summary Financial Statement</b>					
<b>February 2026</b>					
<b>141 General Purpose School</b>					
<b>Account</b>	<b>Description</b>	<b>Original Budget</b>	<b>Year-to-Date Actual</b>	<b>% of Budget</b>	<b>Month-to-Date Actual</b>
<b>Revenues</b>					
<b>40000</b>	<b>Local Taxes</b>				
40110	Current Property Tax	7,374,752.00	5,475,420.91	74.25%	1,299,248.94
40120	Trustee's Collections - Prior Year	182,061.00	116,024.05	63.73%	9,270.09
40130	Cir Clk/Clk & Master Collections-Pr Yr	116,000.00	68,461.32	59.02%	0.00
40140	Interest And Penalty	31,369.00	17,675.64	56.35%	4,529.66
40162	Payments In Lieu Of Taxes-Local	3,805.00	1,963.14	51.59%	0.00
40163	Payments In Lieu Of Taxes - Other	487,000.00	243,248.01	49.95%	103,426.34
40210	Local Option Sales Tax	9,575,941.00	4,064,204.65	42.44%	0.00
40275	Mixed Drink Tax	204,325.00	123,530.97	60.46%	15,487.76
40320	Bank Excise Tax	28,376.00	0.00	0.00%	0.00
	<b>Total Local Taxes</b>	<b>18,003,629.00</b>	<b>10,110,528.69</b>	<b>56.16%</b>	<b>1,431,962.79</b>
<b>41000</b>	<b>Licenses and Permits</b>				
41110	Marriage Licenses	2,825.00	2,069.14	73.24%	147.55
	<b>Total Licenses and Permits</b>	<b>2,825.00</b>	<b>2,069.14</b>	<b>73.24%</b>	<b>147.55</b>
<b>43000</b>	<b>Charges for Current Services</b>				
43511	Tuition - Regular Day Students	101,935.00	27,600.00	27.08%	4,625.00
43583	TBI Criminal Background Fee	150.00	0.00	0.00%	0.00
	<b>Total Charges for Current Services</b>	<b>102,085.00</b>	<b>27,600.00</b>	<b>27.04%</b>	<b>4,625.00</b>
<b>44000</b>	<b>Other Local Revenues</b>				
44110	Interest Earned	250,000.00	310,826.89	124.33%	36,394.66
44160	Retirees' Insurance Payments	0.00	(0.71)	0.00%	0.00
44170	Miscellaneous Refunds	98,841.00	34,900.90	35.31%	4,385.47
44530	Sale Of Equipment	6,900.00	14,584.00	211.36%	0.00
44560	Damages Recovered From Individuals	1,800.00	150.00	8.33%	0.00
44570	Contributions & Gifts	129,628.00	95,753.63	73.87%	17,026.63
44990	Other Local Revenues	25,461.00	7,038.68	27.64%	12.64
	<b>Total Other Local Revenues</b>	<b>512,630.00</b>	<b>463,253.39</b>	<b>90.37%</b>	<b>57,819.40</b>
<b>46000</b>	<b>State of Tennessee</b>				
46510	TN Investment in Student Achievement	44,755,804.00	31,922,856.36	71.33%	4,495,586.77
46513	TISA On-Behalf Payments	0.00	0.00	0.00%	0.00
46515	Early Childhood Education	937,402.00	633,306.50	67.56%	41,625.00
46520	School Food Service	32,257.00	0.00	0.00%	0.00
46590	Other State Education Funds	0.00	1,118,269.40	0.00%	0.00
46596	Paid Parental Leave	150,000.00	0.00	0.00%	0.00

46610	Career Ladder Program	26,793.00	13,299.20	49.64%	0.00
46980	Other State Grants	0.00	19,653.92	0.00%	5,094.00
	<b>Total State of Tennessee</b>	<b>45,902,256.00</b>	<b>33,707,385.38</b>	<b>73.43%</b>	<b>4,542,305.77</b>
<b>49000</b>	<b>Other Sources (Non-Revenue)</b>				
49810	City General Fund Transfer	6,606,800.00	0.00	0.00%	0.00
	<b>Total Other Sources (Non-Revenue)</b>	<b>6,606,800.00</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>
	<b>Total Revenues</b>	<b>71,130,225.00</b>	<b>44,310,836.60</b>	<b>62.30%</b>	<b>6,036,860.51</b>
	<b>Expenditures</b>				
<b>70000</b>	<b>Education</b>				
71100	Regular Instruction Program	36,971,268.00	20,682,871.22	55.94%	3,033,997.54
71200	Special Education Program	6,268,262.00	3,506,897.84	55.95%	541,105.14
71300	Vocational Education Program	2,037,562.00	1,106,399.33	54.30%	156,759.93
72110	Attendance	166,129.00	108,201.43	65.13%	13,392.78
72120	Health Services	651,180.00	380,460.16	58.43%	51,780.60
72130	Other Student Support	3,758,275.00	2,186,671.19	58.18%	299,481.63
72210	Regular Instruction Program	2,698,135.00	1,686,851.80	62.52%	221,189.67
72220	Special Education Program	247,677.00	166,339.99	67.16%	20,988.73
72230	Vocational Education Program	196,624.00	129,035.63	65.63%	16,865.41
72250	Technology	1,112,265.00	742,896.05	66.79%	70,925.38
72310	Board Of Education	696,765.00	652,418.69	93.64%	42,473.76
72320	Office Of The Superintendent	758,181.00	483,844.63	63.82%	58,668.30
72410	Office Of The Principal	4,260,049.00	2,544,560.75	59.73%	342,349.28
72510	Fiscal Services	544,793.00	374,125.83	68.67%	40,562.17
72610	Operation Of Plant	4,778,121.00	3,480,824.42	72.85%	422,095.40
72620	Maintenance Of Plant	2,086,159.00	1,622,099.98	77.76%	140,893.74
72710	Transportation	1,809,553.00	1,203,448.40	66.51%	120,044.18
73100	Food Service	191,544.00	151,517.80	79.10%	12,252.37
73300	Community Services	52,140.00	74,190.19	142.29%	1,875.32
73400	Early Childhood Education	937,402.00	706,850.93	75.41%	41,625.00
76100	Regular Capital Outlay	97,180.00	862,457.95	887.49%	62,346.11
	<b>Total Education</b>	<b>70,319,264.00</b>	<b>42,852,964.21</b>	<b>60.94%</b>	<b>5,711,672.44</b>
<b>80000</b>	<b>Debt Service</b>				
82130	Principal on Bonds	520,696.00	20,152.00	3.87%	0.00
82230	Interest on Bonds	95,565.00	2,472.00	2.59%	0.00
82330	Other Debt Service	194,700.00	0.00	0.00%	0.00
	<b>Total Debt Service</b>	<b>810,961.00</b>	<b>22,624.00</b>	<b>2.79%</b>	<b>0.00</b>
	<b>Total Expenditures</b>	<b>71,130,225.00</b>	<b>42,875,588.21</b>	<b>60.28%</b>	<b>5,711,672.44</b>
	<b>Budgeted Use of Fund Balance</b>	<b>0.00</b>			

## **Personnel Items – March 2026**

### **Assignments**

Morris, Andrew, ESC (Groundskeeper), Effective March 16, 2026

Sanger, Paul, ESC (Bus Monitor), Effective March 25, 2026.

Liddle, Ryan, ESC (Bus Driver), Effective March 16, 2026

### **Resignations**

### **Transfers**

### **Retirements**

### **Leaves of Absence**

Hensley, Martin, CHS, Effective March 16, 2026

Garcia, Juan, MAY, Effective March 16, 2026

Murray, Marissa, ARN, Effective March 16, 2026

Janzen, Cheryl, CHS, Effective March 23, 2026

Allen, TJ, ESC, Effective March 16, 2026

Norman, Sonjia, ARN, Effective March 31, 2026



## RISING RAIDER NIGHTS

Rising Raider Nights at our elementary schools were a huge success! Fifth grade students and their families learned more about middle school and felt more prepared for the transition. Dr. Miles has assembled a great team in Adam Jones, Derek Morris, Hannah White, Carter Landreth, Kristen Milen, Sandra Cadena, and Melba Popa (and also Jace Miles, who served as a CMS ambassador!).

Students in Mr. Morris's STEM class recognized a need and took initiative by creating accessibility tools for two students in wheelchairs. These devices allow students to open doors independently, promoting greater independence and inclusion. It was inspiring to see students take ownership and make a meaningful impact on their school community.

## STEM



## BETA NEWS!

Natalie Palacio Flores, a current 7th grader, was recently appointed as a BETA Leadership Representative for the state of Tennessee. This is a prestigious honor that highlights her leadership, character, and commitment to excellence.



## STATE SPELLING BEE!

Congratulations to Alberto Palomino Salgado for earning a Top 20 finish in the State of Tennessee at this weekend's Spelling Bee! A two-time school champion, he has represented our school with excellence, and we are incredibly proud of this outstanding accomplishment.

# CMS Highlights MARCH

We successfully concluded ELPA testing for our ESL students, with 158 students participating over the course of the week. Both students and teachers did an excellent job throughout the process, demonstrating focus, perseverance, and dedication.

## ELPA TESTING



Our school was proud to have two teams participate in this year's Junior Achievement Bowling Night, a fun, themed event that supports the community. Junior Achievement also partners with our school each year to speak with 7th grade students about life paths and career choices, and we are grateful for their continued impact.

## JA BOWLING

