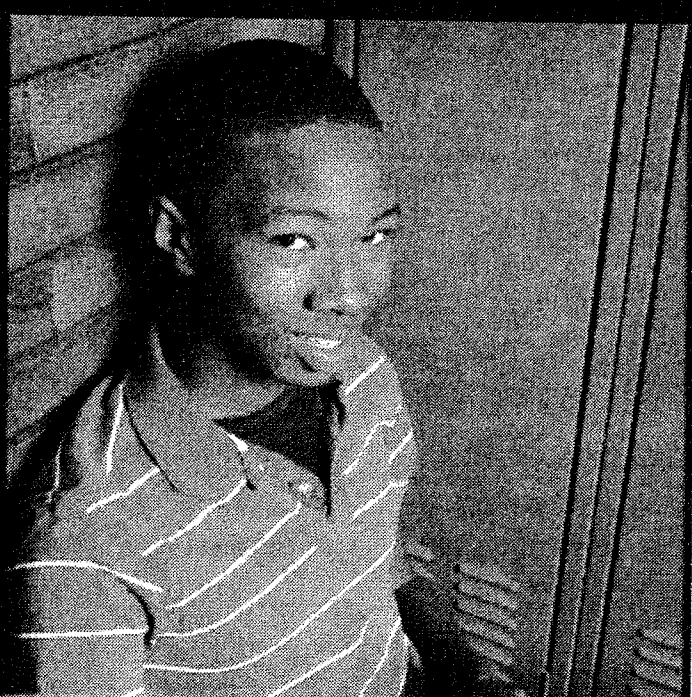
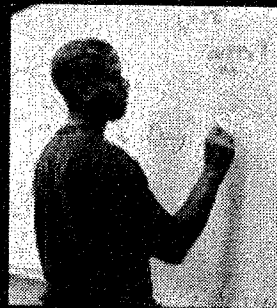


# New Student Transition Booklet



**SOUTHWIND**  
High School

## **Program of Studies Information**

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

### **INTRODUCTION**

This purpose of the document is to introduce new students and their parents to important information for a smooth transition to high school. This document also serves as an addendum to the official Southwind High School Program of Studies Course Catalog. To view the full document, parents and students are encouraged to visit the school website.

### **IMPORTANT INFORMATION**

#### **Phone Contacts**

School Phone Number	(901) 752-2881
School Counseling Office	(901) 752-2881 x248/x263
School Attendance Office	(901) 752-2881 x245/x246
School Attendance Secretary	(901) 752-2881 x229
School Main Office	(901) 752-2881 x221/x250

#### **School Hours**

School Building Opens	6:45 AM
School Start Time:	7:00 AM*
School Dismissal Time:	2:00 PM
School Building Closes:	3:00 PM

\* If a student is not in class by this time, they are considered tardy to school. If a student arrives after 7:20 AM, he or she are required to check into school with a parent.

#### **School Mission:**

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

#### **School Vision:**

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

#### **School Administration**

Ms. Susan Vaughn, Principal

Mr. Christopher Hardiman, Vice Principal

Mr. Rodney Smith – 9<sup>th</sup> Grade Assistant Principal

Mr. Michael Evans – 10<sup>th</sup> Grade Assistant Principal

Mrs. Kesha Ivy – 11<sup>th</sup> Grade Assistant Principal

Ms. Beverly Barbee – 12<sup>th</sup> Grade Assistant Principal

#### **School Counseling Office (2013-2014)**

Mrs. Lillian McCranie – 9<sup>th</sup> Grade

Mrs. Leanna Cerbu – 10<sup>th</sup> Grade

Dr. Sondra Long – 11<sup>th</sup> Grade

Mr. Christopher Cook – 12<sup>th</sup> Grade

Mrs. Trinkia Tate – College and Career

**A Note From the Principal and the Vice Principal**

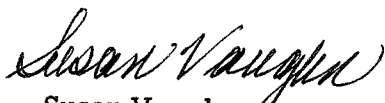
New Student:

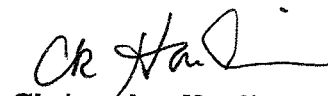
Welcome to Southwind High School, where we are raising the standard of excellence – one student at a time. We are looking forward to you becoming a part of Jaguar Nation and one of the best schools in Shelby County Schools. Our strong academic program, our career and technical programs, our outstanding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

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

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

Go Jaguars!

  
Susan Vaughn  
Principal

  
Christopher Hardiman  
Vice Principal



**ACADEMICS & GRADUATION REQUIREMENTS**

## **Program of Studies Information**

### **The Academic Program**

Southwind High School's daily bell schedule is based upon a seven period day. This schedule provides 48 minutes of instructional engagement. Each student is given twenty-five minutes for lunch. The schedule is modified into 90-minute blocks weekly to give more in-depth instruction for all learners. Parents and students can access the bell schedules on the SHS website.

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

Traditional core courses (math, language arts, science, and social studies) are offered. Courses are also offered in the following areas: business education, career and technical, fine arts, physical education, and world languages.

### **Ninth Grade Academy**

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

Research shows that students in large schools are more successful in smaller groups. Most young people must feel connected to significant adults and a positive peer group to have the support to be an accomplished student. As a result, the goals of the SHS Ninth Grade Academy are the following:

- To increase the graduation rate
- To increase individual GPA
- To facilitate the transition into high school
- To decrease the amount of learning problems associated with attendance and behavior

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

## Program of Studies Information

### Graduation Requirements

Listed below are the Tennessee public high school minimum graduation requirements. Many private and out-of-state colleges and universities have entrance requirements that may exceed these state requirements. **It is the responsibility of the parents and students to contact the college or university that they plan to attend to verify the minimum requirements for admission.** The following graduation requirements will be effective beginning with the ninth grade class entering high school during the 2009-2010 school year.

### Regular Diploma Option

To earn a regular high school diploma, students must earn the specified 22 units of credit, complete a **capstone experience\***, and have satisfactory records of attendance and conduct.

### Honors Diploma

To earn an **honors diploma**, students must earn the specified 22 units of credit, complete a **capstone experience\***, **12 or more credits** in the **Honors or Advanced Placement** curriculum.

### Diploma With Distinction

To earn a **diploma with distinction**, students will be recognized as graduating with "distinction" by attaining a "B" average and completing at least one of the following:

- ❖ Earn a nationally recognized certification
- ❖ Participate in at least one of the Governor's Schools
- ❖ Participate in one of the state's All State musical organizations
- ❖ Be selected as a National Merit Finalist or Semi-Finalist
- ❖ Attain a composite score of 31 or higher on the ACT or 1360 on the SAT
- ❖ Attain a score of 3 or higher on at least two advanced placement exams
- ❖ Successfully complete the International Baccalaureate Diploma program
- ❖ Earn 12 or more semester hours of post secondary credit (w/transcript evidence)

### • Diploma Option For Students With Disabilities

### Regular Diploma

To earn a regular high school diploma, students with disabilities must earn the specified 22 units of credit, complete a **capstone experience\***, and have satisfactory records of attendance and conduct.

### Special Education Diploma

To earn a special education diploma, students with disabilities must have satisfactorily completed an individualized education program and who have satisfactorily records of attendance and conduct. The diploma allows the student to continue working toward a regular diploma until the year in which the student turns 22 years of age. It is awarded at the end of the fourth year of high school.

## GRADUATION CREDIT REQUIREMENTS

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

## **Program of Studies Information**

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

### **ALTERNATIVE CREDIT FOR PHYSICAL EDUCATION**

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

### **FOCUSED PLAN OF STUDY**

When a student is in the eighth (8<sup>th</sup>) grade, a four-year plan of focused and purposeful study will be developed in collaboration with the student, parents/guardians, professional school counselor, and representative(s) of the Department of Exceptional Children.

The plan of study will connect the student's academic and career goals to school. The student, parent/guardian, and professional school counselor will review the focus plan of study annually. This plan can be revised based on changes in the student's academic performance or changes in the student's interest and career goals. Results of state-mandated assessments will also be used in adjusting the plan of study. Parents must be notified of any changes to the students' s Focused Plan of Study. A copy of the Focused Plan of Study will be maintained in an electronic folder and students will be provided a copy of the plan yearly.

Professional school counselors are responsible for the annual review of the four-year plan with students and parents/guardians for the purpose of ensuring that students maintain progress toward the fulfillment of graduation requirements, for reviewing the cumulative records of students at the end of each semester for accrual of credits; and for advising students to enroll in appropriate course to make certain that they are on the right track to graduate and meet post secondary college and career readiness standards.

During the ninth (9<sup>th</sup>) grade and each year thereafter, the annual review of will include attention to the elective focus required for the graduation. THE ELECTIVE FOCUS IS DESCRIBED AS AT LEAST THREE COURSES IN ADDITION TO GRADUATION REQUIREMENTS IN ONE OF THE FOLLOWING AREAS: math and science, liberal arts/humanities, career and technical education, fine arts, advanced placement, science, technology, engineering, and mathematics (STEM), and journalism. Additionally, after consultation with the professional school counselor, students may select correlative electives courses from other focused plans of study that may include one of the seven elective focus areas of study. The seven elective focus areas of study at Southwind High School are:

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

**Liberal Arts/Humanities:** Students will take 3 credits of Social Studies including World Geography

## Program of Studies Information

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

**Career and Technical (CTE):** Students may earn 3 credits in one of the following tech areas: Cosmetology, Culinary Arts, Family and Consumer Sciences, Engineering, Health Science Education, Marketing, Business Information Technology and Criminal Justice.

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

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

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

**Journalism:** Journalism credits can be earned in Newspaper, Yearbook and Creative Writing. A total of 3 Journalism credits will satisfy the requirements for this Program of Study.

### Math and Science Focus

ACT Bridge Math  
Adv. Algebra and Trigonometry  
Pre-Calculus (Honors)  
AP Calculus AB  
AP Calculus BC  
AP Statistics  
Biology II  
Ecology  
Environmental Science  
Anatomy and Physiology  
Physics  
AP Biology  
AP Chemistry  
AP Environmental Science

### Advanced Placement Focus

AP Calculus AB  
AP Calculus BC  
AP Statistics  
AP Biology  
AP Chemistry  
AP Environmental Science  
AP Human Geography  
AP European History  
AP Macroeconomics  
AP Psychology  
AP United States History  
AP American Government  
AP World History  
AP French Literature  
AP French Language

AP Latin Vergil  
AP Spanish Language  
AP Studio Art – Drawing Portfolio  
Dual Enrollment English 12 ^  
Dual Enrollment College Algebra ^  
^ *Dual Enrollment college courses are offered through the University of Memphis. Students must meet a minimum ACT score requirement, and gain admission into the University of Memphis or Southwest TN Community College.*

### Journalism

Newspaper I, II, III, IV  
Yearbook I, II, III, IV

### Liberal Arts Focus

Creative Writing  
General Music  
Speech/Debate  
Humanities (Honors)  
African American History  
African American Literature  
Etymology  
Contemporary Issues  
Psychology  
Sociology  
AP European History  
AP Human Geography

AP World History  
AP American Government  
AP Macroeconomics

### Fine Arts Focus

Visual Art  
Art I, II, III, IV;  
Graphic Media  
AP Art

Instrumental Music  
*Intermediate Band*  
*Color Guard*  
*Percussion*  
*Varsity Band*

Vocal Music  
*Mixed Chorus*  
*Women's Chorus*  
*Concert Choir*  
*Jazz/Show Choir*

Theater Arts  
*Intro. to Theatre*  
*Acting*  
*Advanced Acting*  
*Production Workshop*  
*Intro. To Film and Video*  
*Film and Video II*  
*Adv. Film and Video*



## **Program of Studies Information**

### **CAREER AND TECHNICAL FOCUSED AREAS OF STUDY**

#### **Business Technology**

Administrative Management  
Computer Applications  
Interactive Multimedia Presentations  
Keyboarding Document Formatting  
Word Processing

#### **Cosmetology: Personal Care Services**

Career Management Success  
Principles of Cosmetology  
Design Principles of Cosmetology  
Chemistry of Cosmetology

#### **Education and Training: Teaching Services**

Family and Consumer Sciences  
Nutrition and Foods  
Child Development  
Life Connections

#### **Engineering**

Foundations of Technology  
Principles of Engineering  
Introduction to Engineering Design  
Engineering Design and Development

#### **Food and Beverage Services**

Culinary Arts I  
Culinary Arts II  
Culinary Arts III

#### **Health Science: Biomedical Research**

Health Science Education  
Medical Therapeutics  
Diagnostic Medicine

#### **Human Services: Family Services**

Family and Consumer Sciences  
Nutrition and Foods  
Fashion Design and Merchandising  
Textiles and Apparel  
Life Connections

#### **Law Enforcement Services**

Criminal Justice I  
Criminal Justice II  
Criminal Justice III

#### **Marketing**

Marketing I  
Marketing II  
Entrepreneurship  
Sports and Entertainment Marketing

**The STEM Elective Focus Area can be found in the appendix of this course catalog.**

### **ALTERNATIVE CREDIT FOR PHYSICAL EDUCATION**

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

## **Promotion From Grade 9 to Grade 10**

**In order for a student to promote to the 10<sup>th</sup> grade, a student must earn five (5) credits and pass English 9.**

## **Final Examinations**

Final examinations are given the last three days before Christmas Break for fall semester, and the last three days before the end of the school in May. For certain core classes (Algebra I, Biology, and English I), an end-of-course test mandated by the state of Tennessee is given as a percentage of the semester two examination.

## **Course Advisement**

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

## **Post-Secondary Planning**

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

It is Southwind High School's desire (and part of our mission) that students become lifelong learners with the knowledge, skills, and attitudes necessary to compete successfully in a global society. We expect our students to continue their education after high school graduation and indeed to continue it throughout adulthood. Post-secondary education could be a traditional four-year college or university, a two-year (community) college, a technical college or institute, or a vocational program. Other students may choose to enter the world of work or the military service after high school graduation.

As you choose a focused plan of study, classes, and the level of coursework, please have in mind, your post-secondary plans. The course of study for graduation from Southwind High School is based on minimum *state* requirements. ***Many colleges and universities, especially those that are Ivy League or have competitive admission standards, have criteria that exceed these basic requirements.*** (Each post-secondary institution has the authority to establish higher standards than those listed. Check in advance with the colleges of your choice. Many colleges require additional credits in core area subjects and the world languages.)

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



**COURSE CATALOG**

### **Course Selection**

The following rules apply to course selection:

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

### **Course Add/Drop Policy**

Course selection should be made with careful consideration. Students and parents should be familiar with requirements for graduation and requirements for college entrance. The following rules and deadlines shall apply regarding a student-initiated request to add or drop a seventh elective course. **Required courses cannot be dropped.** A request to drop an elective course does not constitute approval to drop that course. Southwind High School requires that all students be enrolled in courses that will produce at least six (6) credits toward graduation each school year. Therefore, only an elective, seventh subject course can be considered for dropping or adding. No request to add a course will be considered after the tenth day of class for that course. If the student is enrolled in seven classes, an elective class may only be dropped within five days after the first nine-week period ends for that course.

### **AP or Honors Drop Policy (SCS Policy #5005)**

A student may elect to take a Honors/Advanced Placement Course upon successful completion of the prerequisite course(s) with a "C" average. Should a student encounter difficulty in making adequate academic progress in an Honors or Advanced Placement Course, the following procedures should be followed:

- The student must first consult the teacher for ways to improve.
- If academic difficulty continues, the parent may request a school meeting to include the teacher, the student, the parent(s), and the appropriate school counselor along with the appropriate assistant principal. This team will form a plan of action.

The final approval for a student to drop a course is at the discretion of the principal and shall be based upon multiple factors, including available space in an alternative class at the time of the request. ***It is HIGHLY recommended that a student enter an AP/Honors course based on the teacher recommendation.***

## BUSINESS EDUCATION

### **Computer Applications**

**Prerequisite:** Word Processing

**Grade Level** 9-10

**Credit:** .5

This course examines the use of microcomputers for business and personal use. Students learn the HTML language and the study of graphics used for Internet Web Design. Photoshop is used to edit graphics. This course is the entry-level course for the web design/multimedia management courses.

## CAREER AND TECHNICAL

### **BUSINESS TECHNOLOGY**

**Keyboarding: Document Formatting**

**Prerequisite:** Word Processing

**Grade Level:** 9

**Credit:** .5

The student will apply basic skills in operating a computerized keyboard by using the touch system and other input technologies to produce mailable business and academic documents. Mail ability standards relate to keying, formatting, grammar, punctuation, capitalization, spelling, content, typography and layout and design. Using special features of the software, the student will be able to format academic and business reports.

### **Word Processing**

**Prerequisite:** None

**Grade Level** 9

**Credit:** .5

This course is designed to develop basic skills in operating the computer keyboard and to acquire knowledge of the computer. This course includes an introduction to the letter, figure and symbol keyboard, personal business applications, and various formats for business correspondence.

### **ENGINEERING/GENERAL**

**Foundations of Technology**

**Prerequisite:** Algebra I or Enrolled in Algebra I

**Grade Level:** 9-10

**Credit:** 1

Foundations of Technology will enable students to understand and apply technological concepts and processes that are the cornerstone for high school technology programs. Group and individual activities will be used to engage students in creating ideas, developing innovations, and engineering practical solutions. It is designed to engage students in exploring and deepening their understanding of engineering and make use of a variety of assessment instruments to reveal the extent of understanding. This course is transition high school level learning experiences that prepare students to understand the design world, engineering design, attributes of design and the core concepts of technology. Foundations of Technology will focus on the following aspects of technology: 1) its evolution, 2) systems, 3) core concepts, 4) design, and 5) utilization.

### **FAMILY AND CONSUMER SCIENCE**

**Child and Lifespan Development**

**Prerequisite:** None

**Grade Level** 9-10

**Credit:** .5

This course is a specialized course that prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. Emphasis is on helping students create an environment for children that will promote optimum development. Experiences such as laboratory observations and laboratory participation are included in the course. The integration Family, Career, and Community Leaders of America (FCCLA) provides students with opportunities for leadership development, personal growth, and school/community involvement. **A fee and supplies are required for this course.**

### **Family and Consumer Science**

**Prerequisites:** None

**Grade Level** 9-10

**Credit:** .5

This course is a comprehensive, foundation course designed to assist students in developing the core knowledge and skills needed to manage their lives. Emphasis is on leadership, human development, family and parenting education, consumer economics and resource management, housing and living environments, nutrition and foods, textiles and apparel, and career preparation. Critical skills in decision-making, problem solving, critical thinking, technology, work and family management, and workplace readiness are reinforced through authentic experiences are the expectations. The course allows students to select specific areas for future concentrated study. A unique focus is on the management of families, work, and their interrelationships. The integration of Family, Career, and Community Leaders of America (FCCLA) provides students with opportunities for leadership development, personal growth, and school/community involvement. **A fee and supplies are required for this course. THIS COURSE IS A PRE-REQUISITE FOR THE CULINARY ARTS COURSE.**

## ENGLISH

### **English 9 Standard**

**Grade Level** 9

**Credits:** 1

This course encompasses a correlated study of literature, language conventions, composition, vocabulary, research, listening, and speaking based upon the district and state academic standards for reading, writing, speaking, and listening. The course will prepare students to demonstrate success on the English I End of Course Examination and the American College Test (ACT). This course also requires the reading of six essential literature titles during the school year. This course is offered for ninth grade students.

### **English 9 Honors**

**Prerequisite:** (Grade Avg. of 94 or higher and Teacher Recommendation)

**Grade Level** 9

**Credits:** 1

This course encompasses a correlated study of literature, language conventions, composition, vocabulary, research, listening, and speaking based upon the district and state academic standards for reading, writing, speaking, and listening. The course will prepare students to demonstrate success on the English I End of Course Examination and the American College Test (ACT). This course also requires the reading of six essential literature titles during the school year. In-depth studies of a broader spectrum of selected literary works will be complemented by numerous writing

assignments. (A summer reading and writing assignment is required for this course.)

### **English As A Second Language I**

**Prerequisite:** Students with Limited English Proficiency  
**Grade Level** 9-12

**Credits:** 1

English as a Second Language (ESL) is designed and conducted to meet the communicative needs of daily living. The areas of instruction include reading, listening, thinking, and oral and written communication. Instruction focuses on the development of skills in the area of grammar, literature, spelling, handwriting, creative writing, listening, and thinking. Correlation of language arts with other subject areas is also integral to this class.

### **College Readiness Study Skills**

**Prerequisite:** Must be registered in English 9 Honors or in the STEM Program

### **CHORAL MUSIC**

#### **Chorus (Mixed)**

**Prerequisite:** Rising 8<sup>th</sup> Graders Only; Audition Required  
**Grade Level** 9

**Credit:** 1

CHORUS (MIXED) is a performance class/ensemble for ninth grade students who wish to develop their vocal skills and compete in festivals, audition for all-region and all-state choir, and perform more often. More time is required for after-school practices and performances. **AN AUDITION IS REQUIRED FOR THIS COURSE.**

### **INSTRUMENTAL MUSIC**

#### **Color Guard**

**Prerequisite:** Audition Only

**Grade Level** 9-12

**Credit:** 1

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

#### **Intermediate Band**

**Prerequisite:** Teacher Recommendation

**Grade Level** 9-11

**Credit:** 1

This course is designed to advance the student toward an accepted level of proficiency on his/her instrument through the use of fundamental exercises. Some after school and weekend hours are required, and students sometimes spend more than one year at this level. **YOU MUST AUDITION IN THE SPRING EACH YEAR FOR THIS COURSE.**

### **Algebra I**

**Prerequisites:** None

**Grade Level** 9-12

**Credits:** 1

Algebra I is an introduction to the fundamental concepts of operations involving numbers and variables including polynomials, exponents, radicals, linear and quadratic equations. 8th grade math teachers may recommend co-enrollment in Integrated Math to supplement this class. The Algebra I End-of-Course test is required.

**Grades:** 9

**Credits:** .5

This course prepares students for advanced level course work, such as AP, honors, and college level work. The course emphasizes developing the skills necessary to use and understand college-level readings and to write in an effective, analytical way. Methods in note taking, outlining, analysis, research and writing will be discussed.

### **Reading in the Content Area**

**Prerequisites:** None

**Grade Level** 9

**Credit:** .5

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

## **FINE ARTS**

### **Percussion**

**Prerequisite:** Teacher Recommendation

**Grade Level** 9-12

**Credit:** 1

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

### **THEATER ARTS**

**Theatre Arts: Introduction to Film and Video**

**Credit:** 1

**Prerequisite:** None

**Grade Level** 9-12

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

### **VISUAL ARTS**

**Art I (Introduction to Art)**

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

**Grade Level** 9-12

**Credit:** 1

ART I is designed to give the beginning art student a strong foundation in art fundamentals with an emphasis on two and three-dimensional drawing, painting, art history, and design projects. Two-dimensional projects include pencil, watercolor, oil pastels, and ink media. Three-dimensional projects include clay, glazes, stains, and mixed media. **Supplies and a fee are required.**

## **MATHEMATICS**

### **Algebra IA**

**Prerequisites:** Must Meet DEC Requirements

**Grade Level** 9

**Credits:** 1

Algebra IA focuses primarily on linear relationships. Investigations will include an emphasis on the algebraic manipulation of linear expressions, equations, and inequalities; on systems of linear equations and recursive linear patterns; and representing linear equations, including graphing,

transformations, and modeling with linear functions. Algebra 1A will include a review of operations with rational and real numbers and a focus on linear relationships based on data. Problem solving skills play a major role in the course, and students will learn how to apply data collected from real world situations. Completion of Algebra 1A will prepare students for continuing in the mathematics curriculum to Algebra 1B as well as for the Washington state assessments in mathematics.

**Algebra I (Honors)**

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

**Grade Level 9**

**Credits: 1**

Algebra I (Honors) is designed for 9th grade students with who possess an excellent background in mathematics, who have taken enriched or accelerated 8th grade math, and who want a more challenging approach to Algebra I. More emphasis will

**Lifetime Wellness**

**Prerequisite: None**

**Grade Level 9-12**

**Credit: 1**

This is a one-year continuous course that enables students to understand lifelong health and wellness practices and issues. The course also provides students with the opportunity to participate in fitness activities, and individual and dual sports. No other class can substitute for Lifetime Wellness. **This course is mandatory for all ninth students.**

**PHYSICAL EDUCATION**

be placed on understanding and using the different sets of real numbers; on developing the concepts of functions; on establishing connections between graphs, equations, and numerical patterns; and on solving a greater variety of problems.

**Unified Geometry (Honors)**

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

**Grade Level 9-10**

**Credits: 1**

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

**SCIENCE**

**Biology 1A**

**Prerequisites: Meet DEC Requirements**

**Grade: 9**

**Credit: 1**

**Biology 1A** is a laboratory course that focuses on fundamental biological principles. Students explore biological concepts in the context of cells, flow of matter and energy, heredity, and biodiversity and change. This course satisfies the prerequisite for Biology B.

**Biology (Standard)**

**Prerequisites:** Concurrently enrolled in Algebra I or higher math and a recommended "B" in 8<sup>th</sup> grade science.

**Grade Level: 9-12**

**Credits: 1**

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

**Biology (Honors)**

**Grade Level: 9**

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

**Credits: 1**

Biology (Honors) is designed for the advanced science student. Students taking this course should have strong critical thinking and analytical skills. Students will be challenged through

problem solving and critical analysis of material. This course consists of classroom and laboratory experiences in several areas. Topics of instruction include the structure and function of plant and animal cells, microbiology, genetics, invertebrate and vertebrate zoology, multi-cellular plant structure and function, and ecology.

**Scientific Research**

**Prerequisites:** Enrolled in the STEM Academy; If not enrolled in the STEM Academy, student must be enrolled in Biology Honors and Algebra I Honors or Geometry Honors

**Grade Level: 9-11**

**Credits: 1**

Scientific Research is a laboratory science course that enables students to both apply and expand previous science content knowledge toward the endeavor of engaging in open-ended, student-centered investigations that are designed to answer testable questions. Embedded standards for Technology and Engineering are taught in the context of the content standards that enable students to practice ethics, think critically, investigate theories, analyze and evaluate data, and communicate results. Students are expected to present their project findings at local, district, regional, state, and/or national competitions. The research components should include: a project data log, research paper, the experimental design, procedures, experimental results, analysis of data, conclusions, future directions for further research, and a written abstract.

**SOCIAL STUDIES**

**AP Human Geography**

**Prerequisite:** Teacher recommendation

**Grade Level 9-10**

**Credits: 1**

AP Human Geography introduces students to the systematic patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to

examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. **Students must have taken Honors Geography or Honors World History to take this course, and had at least a 90 average in the class. This course does not replace the World Geography or World History elective.** Students are required to pay for and participate in the College Board AP testing program.

**World Geography**  
**Prerequisite:** None  
**Grade Level** 9  
**Credits:** 1

World Geography provides students the opportunity to explore the relationship between people and the land on which they live. This course includes the study of land formation, climate patterns, and the cultural, economic, and political characteristics of human populations.

**World Geography Honors**  
**Prerequisite:** None  
**Grade Level** 9  
**Credits:** 9

World Geography (Honors) provides students the opportunity to explore the relationship between people and the land on which they live. This course includes the study of land formation, climate patterns, and the cultural, economic, and political characteristics of human populations. The course emphasizes open-ended investigations with extensive opportunities for critical analysis and problem solving, additional extended reading assignments, research based

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

**French I**  
**Prerequisite:** None  
**Grade Level:** 9, 10, 11  
**Credit:** 1.0

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

**French I Honors**  
**Prerequisite:** Teacher verification of 93 or higher in previous English class.  
**Grade Level:** 9, 10  
**Credit:** 1.0

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

**Latin I**  
**Prerequisite:** None  
**Grade Level:** 10  
**Credit:** 1.0

LATIN I is recommended for college-bound students, students planning careers in law or medicine, and those desiring a better understanding of English vocabulary, structure of grammar, and awareness of the Roman culture and its modern significance. As a basic grammar course, emphasis is placed on learning to translate. **REQUIRED FOR STUDENTS ENTERING THE STEM ACADEMY.**

**Latin I Honors**  
**Prerequisite:** Teacher verification of 93 or higher in previous English  
**Grade Level:** 9, 10  
**Credit:** 1.0

LATIN I HONORS is for students who have an above average aptitude in language. It is recommended for students planning careers in law or medicine and for those desiring a better understanding of English. Vocabulary, derivatives, and translations from Latin to English and English to Latin are

projects, and writing assignments.

**World History**  
**Prerequisite:** None  
**Grade Level** 9-10  
**Credits:** 1

World History is a yearlong course consisting of a broad survey of the history of the world. This course offers both a multicultural and historical study of the world's major regions from pre-history through modern times.

**World History Honors**  
**Prerequisite:** None  
**Grade Level** 9-10  
**Credits:** 1

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

emphasized. This course focuses on the Roman culture. Students are required to take the National Latin Exam (fee required). **REQUIRED FOR STUDENTS ENTERING THE STEM ACADEMY.**

**Spanish I**  
**Prerequisite:** None  
**Grade Level:** 9, 10  
**Credit:** 1.0

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

**Spanish I Honors**  
**Prerequisite:** Teacher verification of 93 or higher average in previous English course.  
**Grade Level:** 9, 10  
**Credit:** 1.0

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

**Spanish II\***  
**Prerequisite:** Successful completion of Spanish I  
**Grade Level:** 10, 11  
**Credit:** 1.0

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

**Spanish II Honors\***  
**Prerequisite:** Teacher verification of 93 or higher average in Spanish I or Spanish I Honors.  
**Grade Level:** 10, 11  
**Credit:** 1.0

SPANISH II HONORS emphasizes increased skills in reading, conversation, and fluency in Spanish. Students are required to purchase supplementary materials and take the National



Spanish Exam (fee required). Students who meet the criteria and plan to take a third year of Spanish must enroll in this

course.

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

#### OTHER COURSES

##### **PACE/Study Skills Study Hall**

**Grade Level: 9**

**Credit: 0 Credits**

*Personal, Academic and Career Excellence (PACE)* is a life-planning course designed for ninth grade students. This transition course will help students develop a sense of relevance and ownership in their learning. *PACE* will empower them to become responsible, contributing and productive members of an ever-changing global society. Students will envision and "pace" their lives through the development of a personalized ten-year life plan. They will be motivated to strive toward excellence in navigating their personal, academic and career lives.

##### **College Readiness Study Skills**

**Prerequisite: Completion of English 9**

**Grades: 9-12**

**Credits .5**

This course prepares students for advanced level course work, such as AP, honors, and college level work. The course emphasizes developing the skills necessary to use and understand college-level readings and to write in an effective, analytical way. Methods in note taking, outlining, analysis, research and writing will be discussed. **REQUIRED FOR ALL STEM ACADEMY STUDENTS AND ENGLISH 9 HONORS STUDENTS.**



**BEHAVIOR EXPECTATIONS**

### **Attendance Policies and Procedures**

When a student is absent from school, a parent or guardian needs to call the attendance office (901-752-2881 x246) and report the absence. Automated calls are made to each parent of an absent student. Calls are made to the home phone number of record. The student's attendance will be recorded with an "AT" until a parent note or doctor's note is presented the next day after the absence.

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

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

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

• **The student should present notes to the 1st period teacher.**

• **Parent notes should include:**

1. Student's full name
2. Date of absence
3. Reason for absence(s)
4. Signature of parent, and current phone numbers.

• **all notes are subject to verification.**

• **Students, who have missed 3 or more days in a row, need to submit a doctor's note.**

### **Late Arrival to School**

**School begins at 7 AM. If you are not in your seat at 7 AM, you are late, and will be marked tardy by the classroom teacher until 7:20 AM. If a student arrives to school after 7:20 a.m., he/she MUST check in to the Attendance Office to get an admit slip to class. A parent must sign in the student or provide a signed note to explain the reason for the late arrival. Excessive unexcused lateness to school will be considered truancy and will result in disciplinary action and can be reported to Shelby County Pupil Services.**

### **Checking Out of School**

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

## **Dress Code**

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

1. Pants must not sag below the waist and must be at a safe length.
2. Shirts, blouses, and dresses must:
  - Completely cover the abdomen, back, shoulders and must have sleeves.
  - Cover the waistband of pants, shorts, or skirts with no midriff visible.
  - Be no longer than wrist-length.
3. Low-cut blouses, shirts, or extremely tight tops, tube tops, or any top that exposes cleavage are prohibited.
4. Skirts, dresses, and shorts must be no shorter than four (4) inches above the knee
5. Head apparel (such as hoods, hats, etc.) must not be worn inside the building, except for religious or medical purposes.
6. Footwear is required and must be safe and appropriate for indoor and outdoor activity.
7. Clothing and accessories such as backpacks. Patches, jewelry, and notebooks must not display (1) racial or ethnic slurs/symbols, (2) gang affiliations, (3) student organizations not recognized by Southwind High School (sorority/fraternity) (4) vulgar, subversive, or sexually suggestive language or images; nor should they promote products which students may not legally buy; such as alcohol, tobacco and illegal drugs.
8. Sleepwear, pajamas, and/or blankets cannot be worn in school.
9. Waist length sweaters, sweatshirts, and lightweight jackets (appropriately sized) can be worn inside school for warmth.
10. Prohibited items include (1) large, long and/or heavy chains, (2) studded or chained accessories, (3) sunglasses, except for health purposes, (4) sleepwear and (5) skin-tight outer materials such as spandex; (6) facial jewelry (including tongue piercing).

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

1. Correct the violation or spend the remainder of the day in in-school suspension.
2. Repeat offenders shall be subject to additional measures that include parent conferences, in-school suspension, and out of school suspension.

## **Prohibited Items**

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

- Head coverings: hats, baseball caps, caps, visors, scarves, bandannas
- Electronic devices: beepers, pagers, cd players, headsets, radios, portable video game consoles, cameras, video recorders, and sunglasses.
- Gaming devices: dice, playing cards, laser pointers
- Tobacco products, cigarettes, alcohol beverages, inhalants
- Water bottles, beverage containers, spray cans, mace, etc.
- Look-alike weapons, water guns, bats, screwdrivers, box cutters, chains, and/or other dangerous items.

**Baseball caps are not allowed on campus at any time during the school day.**

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

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

**Sequence of Consequences:**

1. **The device will be taken.** A parent may pick up the device on the next Monday following the offense.
2. **The device will be taken. The student will receive 2 days OSS.** A parent may pick up the device on the next Monday following the offense.
3. **The device will be taken. The student will receive five (5) days OSS.** A parent may pick up the device on the next Monday following the offense.
4. **Further violations will result in a long-term suspension.**



#### **APPENDIX**

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

### **Registration Guidelines**

1. Each student must select eight (8) courses on this sheet and two (2) alternate electives.
2. All of the classes on the course request sheets are requests: they do not represent a student's schedule next year. PowerSchool schedules students based on course availability and the number of requests. Therefore, we can only guarantee six classes and a study hall as a full schedule.
3. Elective courses will only be offered if there is a sufficient enrollment.
4. List your electives in order of preference: "1" for most important; "2" for the next important, and so on.
5. All signatures for classes that require a "teacher's recommendation," must be on the specified spot on your course registration form.
6. Each student must list (2) alternate choices for their elective courses in case the original choices cannot be scheduled. Be sure to list these alternate selections in the order of preference. Please see the back of this form.
7. Parent and student signatures must accompany this form and be returned to your English teacher.
8. It is understood that this form represents your requests. No schedule changes will be made that differ from the course request sheet except in cases of improper course level, lack of a prerequisite, or courses completed in the summer school. Changes for any other reason will be made on a space available basis only.
9. Please remember that this is a course request form, not a request for specific teachers. Different teachers may teach courses within a year or from one year to the next.
10. No changes to course requests will be accepted after June 8, 2012.

## **TEACHER RECOMMENDATION FOR ADVANCED PLACEMENT AND HONORS COURSES**

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

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

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



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

**What is the Advanced Placement Program?**

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

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

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

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

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

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

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

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

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

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

## **Southwind High School Honors Course Curriculum FAQ's**

### **Why should a student enroll in Honors courses?**

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

### **Who can be in an Honors class?**

Any student with the guidance of parent, teacher and counselor can enter an Honors course.

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

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

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

### **Does Honors courses change a graduating student's GPA?**

High school Honors courses receive three quality points added to the quarter (nine weeks) grade and the semester exam..

### **How long are Honors courses?**

Depending on the course, Honors classes can be one or two semesters in length.

### **Is there any limit to the number of Honors courses a student may take?**

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

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

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

### **How do Honors courses differ from AP courses?**

Honors courses are embedded with strategies that specifically target middle and high school students providing knowledge, concepts, and skills needed to engage in a higher level of learning that prepares them for the rigor of college level work. These classes prepare a student for the rigorous coursework of AP. The AP program offers college level instruction to the academically successful student while in high school with the option of taking the advanced placement examination to possibly qualify for college credit.

### **Who chooses a student's courses for Honors?**

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

**What do colleges think of Honors?**

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

**How does the Honors curriculum affect AP?**

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

**Are there any pre-requisites for Honors classes?**

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

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

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

For Office Use Only:

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

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

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

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

**Southwind High School**  
**Student Four Year Focused Plan of Study Worksheet**

**STUDENT NAME (Please Print)** \_\_\_\_\_ **D.O.B.** \_\_\_\_\_ **SEX** \_\_\_\_\_

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

**9<sup>TH</sup> GRADE**

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

**10<sup>TH</sup> GRADE**

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

**11<sup>TH</sup> GRADE**

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

**12<sup>TH</sup> GRADE**

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

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

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

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

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

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

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

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

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

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

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

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

### **SUGGESTED PROGRAMS OF STUDY**

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

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

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

<b><u>Grade 11</u></b>	<b><u>Grade 12</u></b>
<ol style="list-style-type: none"><li>1. English 11 (Standard, Honors, AP)</li><li>2. Algebra II (Standard or Honors)/Pre-Calculus (Honors)/Advanced Algebra and Trigonometry(Standard or Dual Enrollment)</li><li>3. Chemistry (Standard or Honors)/Human Anatomy and Physiology (Honors)/Biology II/AP Biology</li><li>4. US History (Standard, Honors, or AP)</li><li>5. Personal Finance (.5 credit)/Wellness (.5 Credit)</li><li>6. World Language Elective/Focused Study Elective</li><li>7. Focused Study Elective</li></ol>	<ol style="list-style-type: none"><li>1. English 12 (Standard, Honors, AP, Dual Enrollment)</li><li>2. Bridge Math (19 and under on ACT Math)/Finite Math (19-24 on ACT Math)/ Pre-Calculus (Honors)/Calculus (.5) and Statistics (.5)/AP Calculus AB/Advanced Algebra and Trigonometry</li><li>3. Science Elective (Ecology, Environmental Science, Human Anatomy and Physiology Honors, Biology II, Physics (Honors), AP Biology, AP Chemistry</li><li>4. American Government (Standard or AP) and Economics (Standard and AP)</li><li>5. Focused Study Elective</li><li>6. Focused Study Elective</li><li>7. Focused Study Elective</li></ol>

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

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

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

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

These are MINIMUM requirements for four-year colleges & universities. The more competitive colleges can require 22 academic units. Students who plan to pursue majors in STEM (science, technology, engineering, and math) and/or medicine should complete as many math and science courses as possible because the

admission requirements for those majors are significantly higher. Parents and students should check with specific institutions for their requirements.

**PROSPECTIVE COLLEGE ATHLETES:**

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

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

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

<p style="text-align: center;"><b><u>Grade 9</u></b></p> <ol style="list-style-type: none"> <li>1. English 9 Standard</li> <li>2. Algebra I</li> <li>3. Biology</li> <li>4. World History or World Geography</li> <li>5. Lifetime Wellness</li> <li>6. Advisory/Career Management Success</li> <li>7. Focused Study Elective/Fine Art Elective</li> </ol>	<p style="text-align: center;"><b><u>Grade 10</u></b></p> <ol style="list-style-type: none"> <li>1. English 10 Standard</li> <li>2. Geometry (Standard)</li> <li>3. Physical Science</li> <li>4. World Language Elective</li> <li>5. Fine Arts Elective/Focused Study Elective</li> <li>6. PE (.5 Credit)/Focused Study Elective</li> <li>7. Focused Study Elective</li> </ol>
<p style="text-align: center;"><b><u>Grade 11</u></b></p> <ol style="list-style-type: none"> <li>1. English 11 Standard</li> <li>2. Algebra II</li> <li>3. Chemistry</li> <li>4. US History</li> <li>5. World Language Elective/Focused Study Elective</li> <li>6. Focused Study Elective</li> <li>7. Focused Study Elective</li> </ol>	<p style="text-align: center;"><b><u>Grade 12</u></b></p> <ol style="list-style-type: none"> <li>1. English 12 Standard</li> <li>2. Bridge Math (19 and under on ACT Math)/Finite Math (19-24 on ACT Math)</li> <li>3. Science Elective (Ecology, Environmental Science)</li> <li>4. American Government/Economics</li> <li>5. Focused Elective Study</li> <li>6. Focused Elective Study</li> <li>7. Focused Elective Study</li> </ol>

**Southwind High School**  
**STEM Four-Year Course of Study**

**Freshman Year**

- English 9 (Standard/Honors)
- Physics World Concepts (Standard/Honors)
- Algebra I (Standard/Honors) or Geometry (Honors)
- Lifetime Wellness (Required)
- World History/World Geography (Standard/Honors)
- College Readiness/Scientific Research I
- Latin I (Standard/Honors)

**Summer**

- Geometry (Standard) \*
- \* - Students who took Algebra I during the school year must take Geometry for this term.

**Sophomore Year**

- English 10 (Standard/Honors)
- Chemistry (Standard/Honors)
- United States History (AP/Honors/Standard)
- Algebra II (Standard/Honors)
- Etymology/Personal Finance
- Latin II (Standard/Honors)
- STEM Major Year I Courses (Engineering and Health Science)#

**Junior Year**

- English 11 AP/Honors/Standard
- Biology (Dual Enrollment/Honors/Standard)^
- Government/Economics (AP)
- Advanced Algebra and Trigonometry or Pre-Calculus (Honors)
- STEM Major Year II Course
- ACT Prep (English)/ACT Prep (Mathematics)
- Fine Art Credit

**Senior Year**

- English 12 AP
- Pre-Calculus (Honors), AP Calculus AB, or Dual Enrollment College Algebra/Elementary Calculus
- AP Chemistry or Dual Enrollment Chemistry I/II (SWCC)^
- STEM Major Year III
- STEM Major Year III (Dual Credit/Dual Enrollment)
- Research/Analysis Writing (Sem. 1)/Independent Study (Sem. 2)

\* - Required for all STEM students – Year 1

# - Major must be selected by the sophomore year

^ - Must have the appropriate ACT Score



### **STEM PATHWAY (MAJOR) COURSES**

<b><u>PATHWAY</u></b>	<b><u>GRADE</u></b>	<b><u>COURSE</u></b>
Engineering	10	Introduction to Engineering Design
	11	Principles of Engineering
	12	Capstone: Engineering Design and Development

Biomedical Technology (Health Science)	10	Health Science Education
	11	Medical Therapeutics and Interventions
	12	Human Anatomy and Physiology Capstone: Biomedical Innovation