
High School Transition Policy, Rule

The Background:

In 2005 a joint effort between the State Board of Education and the State Department of Education was initiated to examine Tennessee high schools and begin the process of evaluating what students graduating from high school should know and be able to do. The group met several times during the course of 2005 and 2006 and had the opportunity to hear from local, regional and national experts in various areas important to the group. Presentations were given on school counseling tools, service learning, career concentrations, diploma options, career-technical education, and college and workforce readiness.

The recommendations of the task force are broad-reaching and are designed to positively impact academic achievement for all students in the state. The task force stands ready to be reconvened and bring forward to the State Board of Education specific recommendations for rule and policy changes over the course of the next year and beyond as necessary.

In addition to the policy are changes to the rules that place the policy into effect by (1) changing graduation requirements effective with the 9th grade class of 2009-2010, and (2) moving course listings into policy rather than rule.

Of special note are the major changes to the policy draft since the last time the Board reviewed the document in August of 2007:

- Language has been edited to address students with cognitive disabilities
- Language has been added to address potential teacher shortages in the area of mathematics
- End-of-Course assessment percentages have been clarified.
- Mechanisms to address grade disparity have been added

Middle School: Task is to prepare students for rigorous high school studies.

- a. Encourage school districts to award high school credit for appropriate courses taken in middle school.
- b. Encourage school districts to move courses such as career management success and keyboarding to the middle grades.
- c. Encourage transition programs from grade level to grade level.

- d. Ensure middle grades math and science teachers have thorough understanding of concepts being taught. Initiate intensive capacity building programs much like those utilized in preparation for the Gateway Examinations.
- e. Administer EXPLORE and develop individual intervention plans for students who are not on track to be successful. Use “at-risk” funding to support interventions.

High School: Task is to prepare students to be ready for college and for workforce training.

- a. Provide transition programs to help 9th graders be successful, particularly in the first reporting period.
- b. Administer PLAN and develop individual intervention plans for students who are not on track to be successful. Use “at-risk” funding to support interventions.
- c. Require students who do not make a 19 on the math component of the PLAN or equivalent SAT to take a course designed to prepare students to meet college readiness standards/benchmarks.
- d. Make the senior year count by requiring students to be enrolled in a full schedule of credit bearing courses the senior year.
- e. Encourage dual credit and early enrollment in college.
- f. Require a capstone experience such as, but not limited to:
 - (1) Senior Project
 - (2) Virtual Enterprise
 - (3) Internship
 - (4) Externship
 - (5) Work-based Learning
 - (6) Service Learning (Minimum of 40 hours)
 - (7) Community Service (minimum of 40 hours)
- g. Require students to take a mathematics class each year of high school.
- h. Add personal finance as a required course and develop an employment standard to teach it.
- h. Require all students to complete a one path “ready core” of academic requirements.
- j. Equate the standard for obtaining an “honors” diploma to achieving the ACT benchmarks for success in all subject areas.

Challenges:

- a. Attract qualified teacher candidates in physics, chemistry, and mathematics; look at such alternatives as pay for knowledge, bonuses, forgivable student loans, and extra pay for hard to staff schools.
- b. Expand Teach Tennessee, Distinguished Professionals, and similar programs to all parts of the state to license individuals with a college major and work experience in the shortage area field.
- c. Expand CTE programs that meet industry standards making academics become more relevant.
- d. Provide focused capacity building activities to insure the teaching force is equipped to meet the challenge of providing a significantly more rigorous program of study in mathematics and science.
- e. Create course codes to ensure consistency of curriculum across the state.

The Master Plan Connection:

This item supports the SBE's Master Plan by providing recommendations for a quality curriculum for all students.

The Recommendation:

The Department of Education and the State Board of Education staff recommend the proposed High School Transition Policy be adopted on final reading.

**TENNESSEE STATE BOARD OF EDUCATION HIGH SCHOOL POLICY 2.103
ELEMENTS OF SCHOOL-WIDE REFORM**

The following policy will be effective beginning with the ninth grade class entering high school during the 2009-2010 school year.

1. READY CORE

All students will have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and promotes responsible citizenship and lifelong learning. The curriculum will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. Teachers, parents, and students will hold high expectations for all. Schools will communicate high expectations to students, parents, business and industry, and the community.

Policy Implications:

- a. All students will meet the following READY CORE requirements:

English	4 units
Mathematics	4 units
Science	3 units
Social Studies	3 units
Health, Physical Fitness and Wellness	1.5 units
Personal Finance	0.5 units

- b. The core curriculum and additional courses required for postsecondary/workforce training readiness will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. To earn a regular high school diploma, students must earn the prescribed 22 credit minimum and have a satisfactory record of attendance and discipline. Schools will minimize tracking of students by ability, eliminate core classes taught below the college preparation level, and provide all students a challenging course of study.
- c. Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed 22 credit minimum. Students failing to earn a yearly grade of 70 in a course that has an end-of-course test and whose disability adversely effects performance in that test will be allowed, through an approved process, to add to their end-of-course assessment scores by demonstrating the state identified core knowledge and skills contained within that course through an alternative performance-based assessment. The necessity for an alternative performance-based assessment must be determined through the student's individualized education plan (IEP). The alternative performance-based assessment will be evaluated using a state approved rubric.

- d. A transition certificate may be awarded at the end of their fourth year of high school to students with disabilities who have (1) taken classes toward a high school diploma (22 units of credit), (2) have satisfactorily completed an individualized education program, and (3) have satisfactory records of attendance and conduct. Students who obtain the transition certificate may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

An IEP certificate will be awarded to students with disabilities who have (1) satisfactorily completed an individualized education program, (2) successfully completed a portfolio, and (3) have satisfactory records of attendance and conduct.

- e. Students are required to complete four units of mathematics including Algebra I and II, Geometry or the equivalent, and another mathematics course beyond Algebra I. Students must be enrolled in a mathematics course each school year. The Bridge Math course is designed for students who have not scored 19 or higher on the ACT by the beginning of the senior year.

Students with qualifying disabilities in math as documented in the individualized education program shall be required to achieve at least Algebra I and Geometry (or the equivalent). The required number of credits in math will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

- f. In order to meet the demand for mathematics teachers, Algebra I and below may be taught by a licensed teacher with the appropriate 7-12 math endorsement OR by a teacher with a professional license pursuant to State Board Rule 0520-2-4-.01(1)(c), an endorsement to teach through at least grade 8, a passing score on the middle school math PRAXIS, and attendance at the state-approved training. All courses above Algebra I including Integrated Math I must be taught by a teacher in endorsed in mathematics 7-12.
- g. Students must complete Biology I, Chemistry or Physics, and a third lab science. Students with qualifying disabilities in reading and/or math as documented in the individualized education program shall be required to achieve at least Biology I and two other lab science credits. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.
- h. The social studies curriculum will be consistent with national goals and with admissions requirements of Tennessee public institutions of higher education; will include the study of United States History, World History/World Geography, Economics and Government; and will incorporate a global perspective.
- i. Students must complete $\frac{1}{2}$ credit in Personal Finance.

- j. The health, physical fitness and wellness curriculum will integrate concepts from each of these areas and may be taught by a team of teachers from one or more teaching areas, including health, physical education, family and nutrition sciences, and health sciences education. Participation in marching band and interscholastic athletics may not be substituted for this aspect of the core curriculum. Credit earned in two years of JROTC may be substituted provided the local system has complied with requirements of the State Board of Education.
- k. Students are required to complete an additional $\frac{1}{2}$ credit in Physical Education. This requirement may be met by substituting a documented and equivalent time of physical activity in marching band, JROTC, cheerleading, interscholastic athletics, school sponsored intramural athletics, and other areas approved by the local board of education.
- l. Computer education is not specifically listed in the READY CORE curriculum. However, TCA 49-6-1010 requires every candidate for graduation to have received a full year of computer education at some time during the candidate's educational career.

2. ONE PATH

All students will pursue a focused program of study preparing them for postsecondary study. While all students may not enter postsecondary training immediately following high school, they must be prepared for lifelong learning.

Policy Implications:

- a. Students will complete an elective focus of no less than three credits. The elective focus may be CTE, science and math, humanities, fine arts, AP/IB, or other areas approved by the local board of education. Students completing a CTE elective focus must complete three units in the same CTE program area or state approved program of study.
- b. Local boards of education are encouraged to consider requirements for students to complete a capstone experience such as, but not limited to:
 - senior project
 - Virtual Enterprise
 - internship
 - externship
 - work-based learning
 - service learning (minimum of 40 hours)
 - community service (minimum of 40 hours)
- c. Students will complete two units of the same foreign language and one unit of fine arts except in limited circumstances (students not planning to attend the university), schools may waive the two units of foreign language and one unit of fine arts to expand and enhance their elective focus.

- d. Students will be required to complete a total of 22 units, including electives. Since most high schools offer the opportunity to take at least 6 units each year, for a total of 24 units, students will actually have an opportunity to take a considerable number of electives. Students who attend high schools using block scheduling have the opportunity to take a total of 32 units.
- e. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.
- f. 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 industry 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 score of 31 or higher composite score on the ACT
 - attain a score of 3 or higher on at least two advanced placement exams
 - successfully complete the International Baccalaureate Diploma Programme
 - earn 12 or more semester hours of transcribed postsecondary credit

Each local school board shall develop a policy prescribing how students graduating with “distinction” will be noted and recognized.

3. A FOCUSED PLAN OF STUDY

Prior to the 9th grade, all students will develop an initial four-year plan of focused and purposeful high school study. The plan will be reviewed annually and will connect the student's academic and career goals to school.

Policy Implications:

- a. When the student is in the eighth grade, the student, parent/guardian(s), and faculty advisor or guidance counselor will jointly prepare an initial four-year plan of focused, purposeful high school study.
- b. By the end of tenth grade, the student, parent/guardian(s) and school will focus the plan to ensure the completion of the program of study and a smooth transition to postsecondary study and work. An integral aspect of the planning process is the assumption that the student will be involved in some form of postsecondary education/training. The plan should contain information about career options and long-term goals supported by the plan through the courses to be taken in the eleventh and twelfth grades as well as courses to be taken at the postsecondary level.
- c. The plan of study will be reviewed annually by the student and faculty advisor or guidance counselor, and revised based on changes in the student's interests and career goals. Results of various types of assessments will also be used in adjusting the plan of study.

- d. High school and middle grades faculty will collaborate in planning curriculum and the transition between middle grades and high school.

4. ACTIVE LEARNING

Schools will design curriculum and implement instruction in ways that invite students to participate in their own learning. In this teaching and learning environment the teacher serves as facilitator. In both academic and technical courses, teachers will emphasize active learning strategies such as cooperative learning, peer tutoring, technology, and the application of knowledge to real life situations. Students will focus on fewer topics within courses but will engage them in greater depth.

Policy Implications:

- a. Academic and technical faculty will work together to facilitate the sharing of ideas and the use of active learning strategies.
- b. Applied academic courses, which use hands-on strategies, will be implemented in high schools statewide. Appropriate labs and staff development will be provided.
- c. Calculators will be provided for use in all mathematics courses.
- d. Technology will be used to access information, solve real life problems, and improve instruction.
- e. Schools will regularly inform parents regarding expectations of the school and new modes of learning

5. WORK-BASED LEARNING

Students will have access to a system of structured work-based learning experiences that allows them to apply classroom theories to practical problems and to explore career options at the work site. Work-based learning experiences may include, but are not limited to, service learning, studios, laboratories, school based enterprises, internships including clinical experiences, cooperative education, youth apprenticeship, and registered apprenticeship. The State Department of Education will provide school systems with a Work-Based Learning Guide.

Policy Implications:

- a. Structured work based learning experiences may be paid or unpaid, may occur in public, private, or non-profit organizations and may result in the attainment of academic credit.
- b. Training plans will ensure that student skill development is supervised and evaluated collaboratively by appropriate school and work site personnel. The

training plan will provide clear expectations for the student both at the school and the workplace.

- c. Teachers and work site mentors (workers who supervise the students during the work-based learning experience) will collaboratively develop school experiences such as projects, journal writing, oral presentations, and demonstrations that explore industry themes and occupational issues to reinforce work based learning.
- d. To document learning on the work site students will demonstrate their skills, develop portfolios, produce products, participate in exhibitions, and make presentations.
- e. Students must exhibit work readiness attitudes and skills before they enter the workplace. Students must understand how to ask questions, how to stay safe on the job, how to resolve conflicts, and how to get help regarding career decisions and planning.
- f. Students will be provided with job specific safety training at the work site. All federal and state labor laws will be observed (both state and federal labor laws are covered in the Legal Issues Guide for Work-Based Learning prepared by the State Department of Labor).
- g. School and work site staff will attend formal orientation sessions and review the Work-Based Learning Guide. Teachers will participate in internships and job shadowing at the workplace. Employers will participate in similar activities at the school site.
- h. A school site coordinator, in conjunction with a team of teachers, will recruit work site supervisors; arrange, schedule and oversee student work and job placements; and coordinate communication between partners at school and work.
- i. A mentor at the work site will supervise each student. Firms employing groups of students will also identify a work site coordinator to supervise the work site mentors. Additionally, each student will have a school based mentor.
- j. Schools will develop a process for evaluation and assessment to ensure work experiences are of high quality. Recommended templates are provided in the Work-Based Learning Guide.

6. INTEGRATED CURRICULUM

Schools will strive to integrate the curriculum, especially during the ninth and tenth grades. Teachers are encouraged to integrate the curriculum both within a subject and across subjects. Teachers are encouraged to work in teams to plan and deliver instruction.

Policy Implications:

- a. Schools are encouraged to integrate curriculum within subject areas. Examples are:
 - an integrated math curriculum consistent with national standards
 - an integrated science curriculum consistent with national standards
- b. Schools are encouraged to integrate curriculum across subject areas. Examples are:
 - a program for 9th graders taught by a team consisting of teachers of English, math, science, social studies, and a technical subject.
 - an integrated American history and English block
 - a math, science, and technology block.

7. EXTRA SUPPORT TO MEET STUDENT NEEDS

Teachers work together in teams to personalize learning, and students assume more responsibility for their own learning. Extra help and extra time will be provided for students needing such accommodations, and all students will be held to the same high standards.

Policy Implications:

- a. Schools will seek ways to personalize the high school experience, including the extension of middle school concepts and practices to the high school. Teachers working in teams, for example, will have the opportunity to get to know students better and meet their needs more appropriately.
- b. Students entering 9th grade unprepared for rigorous high school work and/or students who are anticipated to experience difficulty in passing the state end of course assessments will be given extra help and extra time so that they can perform at grade level. Students will be identified through the EXPLORE test as well as other appropriate assessments. Schools are encouraged to experiment with ways to accomplish this including but not limited to:
 - high school readiness programs during the summer prior to 9th grade
 - extended time to master challenging courses, with elective credit given for the additional units
 - tutoring by teachers, peers or community volunteers during school, before and after school, and on weekends.
 - an accelerated program to bring 9th grade students up to grade level
 - computer assisted programs
- c. The state will encourage and assist schools in developing innovative methods to provide extra help and extra time for students requiring it. A combination of federal, state, and local resources will be used for this purpose.

8. ASSESSMENT OF LEARNING

Assessment will reflect the concept of teaching and learning as collaboration between teachers and students. Assessment will be an integral part of instruction. In addition to paper and pencil examination, assessment may include portfolios of student's work, performances, and demonstrations, as well as online assessments. Schools are encouraged to develop graduation requirements that include demonstrations of competency.

Policy Implications:

- a. State and local assessments will measure higher order learning and accumulated complex accomplishments rather than testing samples of discrete skills.
- b. ACT's Education Planning Assessment System (EPAS) (or equivalent College Board assessments) will be administered annually.
 - The EXPLORE test will be given to all eighth grade students in the fall. Schools will develop interventions for students who are not performing to the level needed to be on track to reach the ACT Readiness Benchmark.
 - The PLAN test will be given to all tenth grade students in the fall as a mid-point assessment of progress toward meeting the ACT Readiness Benchmark scores. The intervention plans for students who have not progressed sufficiently will be adjusted to better assist students to reach the ACT Readiness Benchmark scores.
 - The ACT test will be provided to all eleventh grade students. Schools should use the % of students meeting or exceeding each ACT Readiness Benchmark score as a measure of progress in their academic program.
- c. Schools will develop and use multiple means of student assessment. Schools are encouraged to use portfolios of student work, interdisciplinary projects and other demonstrations to document student progress throughout the four-year high school program. Multiple assessments could be embedded in regular courses.
- d. Writing will be a part of local school assessment in all subject areas; teachers will be trained in holistic scoring. All eleventh grade students will participate in the state writing assessment.
- e. End-of-course examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. Further, the results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2).
 - The yearly grade will be calculated by counting the teacher assigned grades for the course 75% and counting the end-of-course test grade 25%. Before the first administration of the end of course tests the State Board of Education will develop and approve a schedule to allow for phasing up to the 25% weight for the test grade.

- Students will not be required to pass any one examination, but instead students must achieve a passing score for the yearly grade in accordance with the State Board of Education's uniform grading policy.

9. SCHOOL-WIDE IMPROVEMENT

Each high school will develop a shared mission and vision, school-wide goals, and a school improvement plan that is based on a needs assessment framed around the High School Policy's Elements of School-Wide Reform. The entire school staff will work together with parents and community members to develop an improvement plan that reflects the goals of the school, focuses on the Tennessee Curriculum Standards, links to system wide goals in the local school board's five-year strategic plan, and moves the school toward total implementation of the Elements of School-Wide Reform. In working for continuous improvement, the school will collect and use student assessment information, program evaluation information and other appropriate data.

Policy Implications:

- a. When the mean of the teacher-assigned grades and the mean of the end-of-course assessment results are significantly different as determined by State Board of Education policy, the school must develop and implement strategies in the School Improvement Plan to ameliorate such differences. Until such time that the State Department of Education recommends, based upon an appropriate statistical analysis, and the State Board of Education approves an acceptable measure of disparity, schools and school systems should consider differences between 10 to 15 or more points to be too large and develop and implement strategies through the School Improvement Plan to ameliorate such differences.
- b. In developing school-wide goals and a school-wide improvement plan, schools are encouraged to draw upon the ideas of SREB's High Schools That Work, the Coalition of Essential Schools principles, the Paideia concept, the Model Schools Network, and other ideas appropriate for a particular school. Schools are encouraged to network with other schools to share ideas and exemplary programs.
- c. Schools and school systems are encouraged to consider the optimal size of high schools. To support student affiliation and academic achievement, high schools should consider organizing themselves into smaller units, such as schools within schools, career academies, and small learning communities.
- d. For the continuous improvement of schools, the schools will collect and use student assessment information, such as diagnostic tests and portfolios of student work, and program evaluation information regarding student advisement, courses taken, postsecondary enrollment, and job placement.
- e. To optimize student learning and teacher planning, schools are encouraged to consider alternative ways for organizing the school day. The number of class periods during the day, variations of the length of class periods, blocking

interdisciplinary classes, and rotating schedules are among the options available.

10. PROFESSIONAL DEVELOPMENT

The school will be a learning community, with administrators, faculty, and students engaged in continuous learning. The faculty will have adequate support for professional development and time to work together to improve teaching and learning. Policy Implications:

- a. To implement this policy, the faculty must have time to work together and adequate support for professional development.
- b. Professional development will be school and student focused, with needs defined at the school level and addressed in the school improvement plan. While the principal is responsible to ensure that professional development occurs, it will be planned and implemented collaboratively with the faculty.
- c. In providing professional development, schools may draw upon a variety of resources. State and local BEP funds and federal funds are available; state career ladder extended contract resources may be used for professional development when tied to assessment of student needs; and technical assistance can be made available by local businesses and industries.
- d. Schools will provide mentors to all beginning faculty members. Schools should:
 - provide a planned program of induction that extends through the early years of teaching
 - institutionalize evidence-based induction and practice
 - practice collaboration, communication, and collegiality
 - encourage self-reflection
 - develop and maintain partnerships with higher education

**State Board of Education
Policy 3.205**

Instructional Program

The following is a listing of courses which may be offered for credit in grades 9-12.

Academic Program

- 1. Automobile Driver Education**

- 2. Computer Technology**
 - 2.1. Computer Literacy
 - 2.2. BASIC
 - 2.3. Pascal
 - 2.4. FORTRAN
 - 2.5. C
 - 2.6. C++
 - 2.7. JAVA
 - 2.8. Advanced Placement Computer Science
 - 2.9. Computer Applications
 - 2.10. Interactive Multimedia Design
 - 2.11. Adventures in Computing

- 3. Visual and Performing Arts**
 - 3.1. General Music
 - 3.2. Instrumental Music I, II, III, IV
 - 3.3. Vocal/Choral Music I, II, III, IV
 - 3.4. Class Piano I, II, III, IV
 - 3.5. Music History
 - 3.6. Music Theory
 - 3.7. Visual Art I, II, III, IV
 - 3.8. Visual Art History
 - 3.9. Dance I, II, III, IV
 - 3.10. Theater I, II, III, IV
 - 3.11. Advanced Placement Music Theory
 - 3.12. Advanced Placement Art History
 - 3.13. Advanced Placement Studio Art

- 4. General Education Exploratory**
 - 4.1. General Agriculture
 - 4.2. General Home Economics

- 5. Health, Physical Education, and Wellness**
 - 5.1. Physical Education
 - 5.2. Health Education
 - 5.3. Wellness

6. Language Arts

- 6.1. English Language Arts I, II, III, IV
- 6.2. English IV, Communication for Life*
- 6.3. Advanced Placement English**
- 6.4. Speech
- 6.5. Journalism
- 6.6. Competency English
- 6.7. Creative Writing
- 6.8. Latin I, II, III, IV
- 6.9. French I, II, III, IV
- 6.10. German I, II, III, IV
- 6.11. Spanish I, II, III, IV
- 6.12. Russian I, II, III, IV
- 6.13. Japanese I, II, III, IV
- 6.14. Other Languages I, II, III, IV
- 6.15. English as a Second Language***

* This course satisfies the English IV credit required for graduation. At local discretion, this course may be offered in place of English III instead of English IV. The teacher shall hold an endorsement in English 7-12.

** Advanced Placement English programs of the College Board may substitute for English III or English IV.

*** Course work in English as a Second Language may be used to satisfy the English language requirement for graduation, not to exceed two units. Additional English as a Second Language course work may be awarded elective credits.

7. Mathematics

- 7.1. Traditional Mathematics Course Sequence *
 - 7.1.1. Foundations I, II**
 - 7.1.2. Technical Math**
 - 7.1.3. Algebra I***
 - 7.1.4. Technical Algebra***
 - 7.1.5. Algebra II****, ****
 - 7.1.6. Geometry****, ****
 - 7.1.7. Technical Geometry****
 - 7.1.8. Advanced Algebra and Trigonometry
 - 7.1.9. Statistics
 - 7.1.10. Discrete Mathematics with Statistics & Probability
 - 7.1.11. PreCalculus
 - 7.1.12. Calculus
- 7.2. Integrated Mathematics Course Sequence
 - 7.2.1. Foundations I, II**
 - 7.2.2. Technical Math**
 - 7.2.3. Integrated Mathematics I***
 - 7.2.4. Integrated Mathematics II****, ****

- 7.2.5. Integrated Mathematics III****, *****
- 7.2.6. Advanced Algebra and Trigonometry
- 7.2.7. Statistics
- 7.2.8. Discrete Mathematics with Statistics & Probability
- 7.2.9. PreCalculus
- 7.2.10. Calculus

* All students must earn three credits in high school mathematics.

** Students who enter high school beginning in 2005-06 may receive a maximum of one mathematics credit for a course in Foundations I, Foundations II, or Technical Math (formerly known as Mathematics for Technology I). Students who enter high school prior to 2005-06 may receive a maximum of two credits for these courses.

*** In order to fulfill the mathematics requirement for graduation, students must earn credit in one of the following: Algebra I, Technical Algebra (formerly Mathematics for Technology II), or Integrated Mathematics I. Students may receive mathematics credit in only one of the three courses.

**** Students who enter high school beginning in 2005-06 will also be required to complete one of the following: Geometry, Technical Geometry, Algebra II, or Integrated Mathematics II as part of the three required units.

***** Students in the university preparation curriculum must earn two credits in Algebra II, Geometry, or other advanced mathematics courses or they must earn two credits in Integrated Mathematics II and Integrated Mathematics III.

8. **JROTC Military Science***

* Two credits of JROTC may be substituted for one credit of wellness required for graduation, provided that the local board of education has complied with the requirements of the State Board of Education.

* Three credits of JROTC may be substituted for one-half unit of United States Government required for graduation.

9. **Science**

- 9.1. Life Science
- 9.2. Physical Science
- 9.3. Biology I, II
- 9.4. Human Anatomy and Physiology
- 9.5. Chemistry I, II
- 9.6. Earth Science
- 9.7. Geology
- 9.8. Environmental Science
- 9.9. Ecology
- 9.10. Physics

- 9.11. Scientific Research
- 9.12. Advanced Placement Biology
- 9.13. Advanced Placement Chemistry
- 9.14. Advanced Placement Physics B, C
- 9.15. Advanced Placement Environmental Science

10. Social Studies

- 10.1. United States History
- 10.2. Economics*
- 10.3. United States Government**
- 10.4. Psychology
- 10.5. World Geography
- 10.6. World History
- 10.7. Contemporary Issues
- 10.8. Modern History
- 10.9. Ancient History
- 10.10. African-American History
- 10.11. Advanced Placement United States History
- 10.12. Advanced Placement European History
- 10.13. Advanced Placement World History
- 10.14. Advanced Placement Economics
- 10.15. Advanced Placement Government and Politics
- 10.16. Advanced Placement Human Geography
- 10.17. International Baccalaureate, History of the Americas HL***

* The economics requirement for graduation may be satisfied by business economics, international business/marketing, one-half credit in marketing education, or out-of-school experiences through Junior Achievement.

** The United States government requirement for graduation may be satisfied by one semester of American business/legal systems or by three years of JROTC.

*** The United States history and United States government requirements may be satisfied by completion of the two-year sequence International Baccalaureate, History of the Americas HL.

11. Service Learning

- 11.1. Success Skills for Service Learning

Career and Technical Program.

12. Agricultural Education*

- 12.1. Agriscience**
- 12.2. Fundamentals of Agriculture
- 12.3. Advanced Principles of Agriculture
- 12.4. Greenhouse Management
- 12.5. Turfgrass Management

- 12.6. Nursery Production
- 12.7. Floral Design
- 12.8. Exterior/Interior Landscaping
- 12.9. Hydroponics
- 12.10. Aquaculture
- 12.11. Horticulture Technology
- 12.12. Horse Science
- 12.13. Small Animal Care
- 12.14. Livestock Management
- 12.15. Principles of Veterinary Science
- 12.16. Forestry
- 12.17. Wildlife Management
- 12.18. Soil and Land Management
- 12.19. Crop Science
- 12.20. Agricultural Power and Equipment
- 12.21. Agricultural Mechanics and Maintenance
- 12.22. Principles of Agricultural Engineering
- 12.23. Leadership
- 12.24. Agricultural Sales and Service
- 12.25. Agricultural Business/Economics

* A student who completes an approved supervised occupational education program consisting of at least 180 hours will be given one-half credit as an out-of-school experience.

** Agriscience satisfies one credit of life science laboratory credit required for graduation or it may be awarded for one vocational credit.

13. Health Sciences Education

- 13.1. Health Science Education
- 13.2. Health Science Anatomy and Physiology*
- 13.3. Medical Therapeutics
- 13.4. Nursing Education
- 13.5. Rehabilitative Therapy
- 13.6. Emergency Medical Services
- 13.7. Health Informatics
- 13.8. Support Services
- 13.9. Diagnostic Medicine
- 13.10. Forensic Science
- 13.11. Biomedical Applications
- 13.12. Clinical Internship

* Health Science Anatomy & Physiology satisfies one of the science credits required for graduation or it may be offered for one vocational credit.

14. Family and Consumer Sciences Education

- 14.1. Family and Consumer Sciences
 - 14.1.1. Teen Living*
 - 14.1.2. Family and Consumer Sciences

- 14.1.3. Adult Living
- 14.1.4. Family and Parenting Education
- 14.1.5. Child Development
- 14.1.6. Nutrition and Foods
- 14.1.7. Nutrition Science**
- 14.1.8. Textiles and Apparel
- 14.1.9. Housing and Interior Design
- 14.1.10. Consumer Economics***
- 14.1.11. Interpersonal Communications
- 14.1.12. Career Connections

* Teen Living standards are applicable to grades 5 through 8

** Nutrition Science satisfies either one credit of life science (if team taught with a biology teacher) or one credit of physical science (if team taught with a chemistry teacher) required for graduation.

*** Consumer Economics satisfies one-half credit in economics required for graduation.

- 14.2. Occupational Education
 - 14.2.1. Foundations of the Hospitality Industry
 - 14.2.2. Culinary Arts I, II, and III
 - 14.2.3. Early Childhood Education Careers I, II, and III

15. Marketing Education

- 15.1. Marketing & Management I – Principles*
- 15.2. Marketing & Management II – Advanced Strategies
- 15.3. Financial Services Marketing*
- 15.4. Entrepreneurship*
- 15.5. Services Marketing*
- 15.6. Marketing Research & Analysis
- 15.7. Retail Operations*
- 15.8. Technical Marketing
- 15.9. Advertising & Public Relations
- 15.10. Organizational Leadership
- 15.11. Sales Management
- 15.12. Sports and Entertainment Marketing
- 15.13. Wholesale-Logistics Operations*
- 15.14. International Business & Marketing*
- 15.15. Exploration of Marketing & Management
- 15.16. Travel & Tourism
- 15.17. Hospitality Management
- 15.18. Foundations of Hospitality
- 15.19. Virtual Enterprise International*

* Completion of one of the core marketing education courses as signified by * satisfies the economics requirement for graduation.

16. Business Technology

- 16.1. Computer Applications
- 16.2. Accounting I
- 16.3. Accounting II
- 16.4. American Business Legal Systems*
- 16.5. Business Principles
- 16.6. Financial Planning
- 16.7. Business Economics**
- 16.8. BASIC Programming
- 16.9. C++ Programming
- 16.10. JAVA Programming
- 16.11. Keyboarding
- 16.12. International Business/Marketing**
- 16.13. eBusiness Communications
- 16.14. Business Management
- 16.15. Keyboarding/Document Formatting
- 16.16. Keyboarding/Document Layout & Design
- 16.17. Spreadsheet Applications
- 16.18. Integrated Input Technologies
- 16.19. Database Design/Management
- 16.20. Administrative Management
- 16.21. Desktop Publishing
- 16.22. Computer Operating Systems
- 16.23. Career Connections
- 16.24. Computer Literacy
- 16.25. Banking & Finance
- 16.26. Interactive Multimedia Presentations
- 16.27. Virtual Enterprise International**
- 16.28. Web Site - Foundations
- 16.29. Web Page Design - Site Designer
- 16.30. Web Page Design - eCommerce
- 16.31. Networking Essentials
- 16.32. Networking
- 16.33. Information Technology Foundations

* American Business Legal Systems satisfies one-half credit in U.S. Government.

** Business Economics or International Business/Marketing or Virtual Enterprise International satisfy one-half credit in economics.

17. Technology Engineering Education

- 17.1. Foundations of Technology*
- 17.2. Innovations and Inventions
- 17.3. Technological Systems
- 17.4. Engineering Processes
- 17.5. Problems and Solutions in Technology

* Foundations of Technology is applicable to grades 6 through 8.

18. Contextual Academics

- 18.1. Principles of Technology I*
- 18.2. Principles of Technology II**
- 18.3. Biology for Technology***
- 18.4. Technical Mathematics****
- 18.5. Technical Algebra*****
- 18.6. Technical Geometry*****
- 18.7. English IV, Communication for Life*****

* Principles of Technology I satisfies one of the physical science credits required for graduation or it may be offered for one vocational credit.

** Principles of Technology II satisfies one science credit required for graduation. The completion of Principles of Technology I and II is equivalent to Physics I.

*** Biology for Technology satisfies one of the life science credits required for graduation.

**** Technical Mathematics may satisfy one of the mathematics credits allowed prior to entry in Algebra I or Technical Algebra, for students entering high school beginning in fall 2005.

***** Technical Algebra satisfies the Algebra I credit required for graduation.

***** Technical Geometry satisfies one of the math credits required for graduation.

***** English IV, Communication for Life, satisfies the English IV credit required for graduation. The teacher shall have an endorsement in English 7-12. At local discretion, this course may be offered in place of English III instead of English IV.

19. Trade and Industrial Education

- 19.1. Career Management Success
- 19.2. Transportation Service Technology
 - 19.2.1. Transportation Core
 - 19.2.2. Aviation Maintenance I and II
 - 19.2.3. Introduction to Aerospace
 - 19.2.4. Theory of Flight
 - 19.2.5. Automotive: Brake Systems
 - 19.2.6. Automotive: Electrical/Electronic Systems
 - 19.2.7. Automotive: Suspension and Steering
 - 19.2.8. Automotive: Engine Performance
 - 19.2.9. Collision Repair: Non-Structural
 - 19.2.10. Collision Repair: Structural
 - 19.2.11. Collision Repair: Painting and Refinishing
 - 19.2.12. Diesel: Brake Systems
 - 19.2.13. Diesel: Preventive Maintenance

- 19.2.14. Diesel: Suspension and Steering
- 19.2.15. Diesel: Electrical/Electronics
- 19.2.16. Diesel: Engine
- 19.2.17. Leisure Craft/Small Engine Technology: Engine Performance
- 19.2.18. Leisure Craft/Small Engine Technology: Systems
- 19.3. Construction Technology
 - 19.3.1. Construction Core
 - 19.3.2. Computer-Aided Drafting
 - 19.3.3. Advanced Computer-Aided Drafting
 - 19.3.4. Carpentry I and II
 - 19.3.5. Concrete I and II
 - 19.3.6. Masonry I and II
 - 19.3.7. Electrical I and II
 - 19.3.8. Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) I and II
 - 19.3.9. Plumbing I and II
 - 19.3.10. Basic Principles of Welding
 - 19.3.11. Advanced Welding Applications
- 19.4. Arts and Communication Technology
 - 19.4.1. Visual Communications
 - 19.4.2. Graphic Communications I
 - 19.4.3. Graphic Communications II
 - 19.4.4. Digital Design and Imaging
 - 19.4.5. Media Concepts
 - 19.4.6. Electronic Media Production
 - 19.4.7. Electronic Media Management and Operations
 - 19.4.8. Information Technology Foundations
 - 19.4.9. Computer Operating Systems & Hardware
 - 19.4.10. Networking
 - 19.4.11. Cabling Technology
 - 19.4.12. Web Site I – Foundations
 - 19.4.13. Web Page Design II – Site Designer
 - 19.4.14. Web Page Design III – eCommerce
- 19.5. Manufacturing Technology
 - 19.5.1. Programming and Logic
 - 19.5.2. Principles of Manufacturing
 - 19.5.3. Principles of Machining and Manufacturing
 - 19.5.4. Manufacturing Applications
 - 19.5.5. Digital Electronics
 - 19.5.6. Computer-Aided Drafting
 - 19.5.7. Advanced Computer-Aided Drafting
 - 19.5.8. Principles of Engineering
 - 19.5.9. Basic Principles of Welding
 - 19.5.10. Advanced Welding Applications
- 19.6. Human Services
 - 19.6.1. Principles of Cosmetology
 - 19.6.2. Design Principles of Cosmetology
 - 19.6.3. Chemistry of Cosmetology
 - 19.6.4. Criminal Justice I, II, and III

- 19.7. Hospitality and Tourism
 - 19.7.1. Foundations of the Hospitality Industry
 - 19.7.2. Culinary Arts I, II, and III

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(Rule 0520-1-3-.06, continued)

0520-1-3-.06 GRADUATION, REQUIREMENT E.

(1) Graduation Requirements - Effective with the 9th grade class of 2009-2010 and thereafter.

(a) High School Diploma and Special Education Certificate.

1. The high school diploma will be awarded to students who (1) earn the specified 22 units of credit, and (2) have satisfactory records of attendance and conduct.
2. A transition certificate may be awarded at the end of the fourth year of high school to students with disabilities who have (1) taken classes toward a high school diploma (22 units of credit), (2) have satisfactorily completed an individualized education program, and (3) have satisfactory records of attendance and conduct. Students who obtain the transition certificate may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

An IEP certificate will be awarded to students with disabilities who have (1) satisfactorily completed an individualized education program, (2) successfully completed a portfolio, and (3) have satisfactory records of attendance and conduct.

(b) High School Diploma.

1. The following 22 units shall be required for graduation for students who enter the 9th grade in 2009-10 and thereafter.

<u>Ready Core Curriculum</u>	<u>Units</u>
English Language Arts	4
Mathematics*	4
Science**	3
Social Studies***	3
Wellness.....	1
Physical Education.....	.5
Personal Finance.....	.5
Foreign Language****	2
Fine Arts****	1
<u>Electives Focus</u>	<u>3</u>
 Total.....	 22

* Students who enter 9th grade in 2009-10 and thereafter shall be required to achieve, by the time they graduate, at least the following: Algebra I, Geometry, and Algebra II (or the equivalents) plus one additional mathematics course beyond Algebra I. All students will be enrolled in a math class each year. Students with qualifying disabilities in math as documented in the individualized education program shall be required to achieve at least Algebra I and Geometry (or the equivalent). The required number of credits in math will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

** Students who enter 9th grade in 2009-10 and thereafter shall be required to achieve, by the time they graduate, at least Biology I and either Chemistry or Physics plus another laboratory science. Students with qualifying disabilities in reading and/or math as documented in the individualized education program

(Rule 0520-1-3-.06, continued)

shall be required to achieve at least Biology I and two other lab science credits. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

*** The social studies curriculum shall include United States History, World History/World Geography, Economics, and Government.

**** In exceptional circumstances, schools may waive the foreign language and fine art requirement for students who are not planning to attend the university to expand and enhance their elective focus.

2. Students who have taken the equivalent of high school level courses may meet course requirements in accordance with local board of education policies permitting credit by examination.
3. Local boards of education are encouraged to consider requirements for students to complete a capstone experience such as, but not limited to:
 - (i). senior project
 - (ii). Virtual Enterprise
 - (iii). internship
 - (iv). externship
 - (v). work-based learning
 - (vi). service learning (minimum of 40 hours)
 - (vii). community service (minimum of 40 hours)

(c) Graduation with Honors and Distinction.

1. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.
2. Students will be recognized as graduating with “distinction” by attaining a B average and completing at least one of the following:
 - (i). earn a nationally recognized industry certification
 - (ii). participate in at least one of the Governor’s Schools
 - (iii). participate in one of the state’s All State musical organizations
 - (iv). be selected as a National Merit Finalist of Semi-Finalist
 - (v). attain a score of 31 or higher composite score on the ACT
 - (vi). attain a score of 3 or higher on at least two advanced placement exams
 - (vii). successfully complete the International Baccalaureate Diploma Programme
 - (viii). earn 12 or more semester hours of transcribed postsecondary credit

Each local school board shall develop a policy prescribing how students graduating with “distinction” will be noted and recognized.

Examinations.

1. End-of-course examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. Further, the results of these examinations will be factored into the student’s grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2). The weight of the end-of-course examination on the student’s course average is as follows for entering 9th graders:
 - (i). fall of 2009 and 2010 - 20%

(Rule 0520-1-3-.06, continued)

- (ii). fall of 2011 and 2012 - 25%
- (iii). fall of 2013 and thereafter - 25%

The student would not be required to pass any one examination, but instead the students would need to achieve a passing score for the course average in accordance with the State Board of Education's uniform grading policy.

2. Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed 22 credit minimum. Students failing to earn a yearly grade of 70 in a course that has an end-of-course test and whose disability adversely affects performance in that test will be allowed, through an approved process, to add to their end-of-course assessment scores by demonstrating the state identified core knowledge and skills contained within that course through an alternative performance-based assessment. The necessity for an alternative performance-based assessment must be determined through the student's individualized education plan (IEP). The alternative performance-based assessment will be evaluated using a state approved rubric.
 3. When the mean of the teacher-assigned grades and the mean of the end-of-course assessment results are significantly different as determined by State Board of Education policy, the school must develop and implement strategies in the School Improvement Plan to ameliorate such differences. Until such time that the State Department of Education recommends, based upon an appropriate statistical analysis, and the State Board of Education approves an acceptable measure of disparity, schools and school systems should consider differences between 10 to 15 or more points to be too large and develop and implement strategies through the School Improvement Plan to ameliorate such differences.
- (e) Academic Program. All courses listed in State Board of Education Policy 3.205 may be offered for credit in grades 9-12.
 - (f) Every local board of education shall develop a policy regarding the minimum and maximum units in any course or subject area for which a student may earn credit toward graduation.
- (2) Testing for Credit.
 - (a) Local boards of education may adopt policies permitting students who are enrolled in grades 9-12 and who have taken the equivalent of high school level courses to earn unit(s) of high school credit for these courses. Students may earn credit toward graduation upon passing a comprehensive written examination in accordance with standards determined by the local board of education.
 - (b) High school credit may not be given by examination in American History.
 - (3) Out-of-School and Work-Based Learning Experiences.
 - (a) Local boards of education are authorized to adopt policies permitting students to earn a maximum of two high school credits for out-of-school experiences which are not work-based learning. Such policies shall conform to the Guide for Out-of-School Experiences when developed by the Department of Education and approved by the State Board of Education.
 - (b) Local boards of education are authorized to implement internship, clinical, cooperative education, youth apprenticeship, registered apprenticeship, and transition programs to provide

(Rule 0520-1-3-.06, continued)

work-based learning experiences where students learn at the work site. These work-based learning experiences must be integrated with classroom instruction or the student's program of study; follow a training plan developed by employers, teachers and students; and teach all aspects of a particular industry or career.

- (c) Local boards of education are authorized to implement programs for school-based enterprises, studios, laboratories, and service learning to provide work-based learning experiences in which students learn through work completed at the school site or in the community. These work-based learning experiences must be integrated with classroom instruction; follow a training plan developed by teachers, students, and employers when available; and teach multiple aspects of the enterprise.
- (d) In order to assure that work-based learning experiences are of high quality, the Department of Education shall develop a Work-Based Learning Guide to be distributed to local boards of education. Prior to distribution, the Work-Based Learning Guide shall be submitted to the State Board of Education for approval; all subsequent revisions shall be approved by the State Board of Education. The Work-Based Learning Guide shall include as a minimum program components and standards; templates for a training plan and program evaluation; a legal issues guide; and requirements for safety training for students and teachers. The Work-Based Learning Guide shall also include the implementation guidelines for each work-based learning program covering the following areas:
 - 1. Program coordination
 - 2. Student selection process (if any)
 - 3. Related classroom instruction
 - 4. On-the-job supervision
 - 5. Training plan and other required documentation
 - 6. Program evaluation