

WELCOME TO BROCK ISD

Dear Parents and Students:

As you examine this very important document, consider mapping out your future. Do not think about next year: think about where you want to be in five years. In Brock ISD, our goal is to empower students to reach their academic potential and to grow through extra-curricular activities provided and encouraged by a supportive community. Our district prides itself on providing a challenging program for all students. Students aspire to academic excellence and personal best, positioning themselves for success in college and careers beyond.

Each decision you make now will affect the options you will have later. Challenge yourself fully and develop a plan that keeps your options open, rather than one that may limit you later. Research shows that students who take more challenging courses in math, science, and the humanities, participate in honors programs, and earn college credit while in high school are more likely to be successful in college and in their careers. For this reason, it is important to plan a challenging academic program and strongly pursue your interests. Understanding the planning required is the first step in making these important decisions.

- **DEVELOPING A 4-YEAR PLAN** – To ensure all students complete a challenging course of study and reach their potential, students begin the planning process during their 8th grade year. In addition, all students are enrolled in Teen Leadership/Professional Communications during their 9th-grade year. This course provides in-depth information about planning for college and careers. Student-led Parent Conference is a culminating activity in this class where students share their 4-year high school plan with their parents.
- **PROVIDING AN EDGE** – An important goal at Brock High School is to set our graduates apart from students in other districts. We want to give you an edge. Opportunities include:
 - Honors Classes - A rich array of advanced studies in math, science, language, and social studies.
 - Dual Credit Program – Allows high school students the opportunity to earn college credit while in high school.
 - Program of Study – Based on interests, aptitudes and goals, students choose specific areas of study to create a program combining academically challenging courses and electives in their area of interest. This strategy yields more in-depth knowledge and interrelated skills in their area of interest and heightened preparation to continue their study in this field in post-secondary education.

Course selections determine how the master schedule is developed. Because the choices you make are extremely important to the planning of our school year, we ask that you honor your selections. Effort will be made to schedule you with your course choices, though some conflicts are unavoidable. List alternative electives as you complete your course selections.

At Brock High School, we want students to make informed decisions about course selections and to realize the impact these decisions have on their futures. The faculty and staff look forward to the coming year of opportunities and remained committed to excellence.

Sincerely,

Bobby Atchley
Principal
Brock High School

It is the policy of Brock ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its career and technology education programs, services, or activities. Brock ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Es norma de BrockISD de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales. Brock ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua inglés no sea un obstáculo para la admisión o participación en todos los programas educativos y vocacionales.

BROCK ISD HIGH SCHOOL GRADUATION REQUIREMENTS

The Distinguished Level of Achievement or Brock ISD Distinguished with Honors graduation plans are required to qualify for Automatic (Top 10%) Admission to Texas state colleges and universities. Recognition is given to seniors who graduate on the BISSD Distinguished with Honors Plan as a Texas Scholars. Students are recognized with a frame-ready certificate and a Texas Scholar medal to be worn at graduation.

Foundation + Endorsements 26 CREDITS	Distinguished Level of Achievement 26 CREDITS	BHS Distinguished with Honors 26 CREDITS
English..... 4 Credits ELA I, II, III, IV	English..... 4 Credits ELA I, II, III, one credit in any authorized English course**	English..... 4 Credits ELA I, II, III, & IV
Math 4 Credits Algebra I, Geometry, two credits in any authorized math course	Math..... 4 Credits Algebra I, Geometry, Algebra II, one credit in any authorized math course**	Math 4 Credits Algebra I, Geometry, Algebra II, 4th credit of Mathematics must have Algebra II as a minimum prerequisite
Science 4 Credits Biology; IPC, Chemistry and/or Physics; and two credits in any authorized Science course	Science..... 4 Credits Biology; IPC, Chemistry and/or Physics; and two credits in any authorized Science course**	Science 4 Credits Biology; Chemistry, Physics, one credit in any authorized Science course**
Social Studies3 Credits World Geography, World History; U.S. History; U.S. Government (.5 credit); Economics (.5 credit)	Social Studies* 3 Credits World Geography, World History; U.S. History; U.S. Government (.5 credit); Economics (.5 credit)	Social Studies.....4 Credits World Geography, World History; U.S. History; U.S. Government (.5 credit); Economics (.5 credit)
Languages Other Than English ...2 Credits	Languages Other Than English....2 Credits	Languages Other Than English ...2 Credits Must consist of three credits of the same language.
Physical Education 1Credit	Physical Education1 Credit	Physical Education 1 Credit
Fine Arts 1 Credit	Fine Arts.....1 Credit	Physical Education 1 Credit
Professional Communications ... 1 Credit	Professional Communications 1 Credit	Fine Arts 1 Credit
Electives..... 6 Credits	Electives6 Credits	Professional Communications ... 1 Credit
<i>Credit requirements specific to at least one endorsement.</i>	<i>Credit requirements specific to at least one endorsement.</i>	Electives 5 Credits <i>Credit requirements specific to at least one endorsement.</i>

* Dual credit courses may be substituted for requirements in appropriate areas; check with your counselor for available options.

*The Foundation High School Program (22 credits) is available; however, this requires that you see your counselor for discussion of this plan after the completion of the 10th-grade year.

State Assessments Required for Graduation	Performance Acknowledgements	Questions?
English I, II; Algebra I; U.S. History; Biology	Outstanding performance: SAT®, ACT®, PSAT®, dual credit, bilingualism/ bi-literacy and business/industry	Contact your student’s counselor, or visit www.brockisd.net

Students must choose an “Endorsement,” or area of concentration, upon entering the ninth grade. Each student can choose more than one endorsement area. Achieved endorsements will be noted on high school transcripts. Students can earn an endorsement by successfully completing at least one of the “Program of Study” requirements in the endorsement areas listed below. Please see the specific course requirements for each Program of Study area listed in the course catalog. Courses chosen during high school become the foundation for the future; therefore, careful selection of courses will form a Program of Study related to a chosen post-secondary educational goal.

All Brock ISD freshmen are required to take Professional Communications/Teen Leadership as a year-long state elective to receive the required communication skills instruction. Professional Communications will be the first class of each endorsement area. Chapter §74.11. of Texas Education Code requires students to demonstrate proficiency in communication skills needed for professional and social success.

BISD ENDORSEMENT AREAS

STEM	Business & Industry	Public Service	Arts/Humanities	Multidisciplinary
<p style="text-align: center;">Programs of Study</p> <ul style="list-style-type: none"> • Math • Science • Programming and Software development 	<p style="text-align: center;">Programs of Study</p> <ul style="list-style-type: none"> • Agriculture: <ul style="list-style-type: none"> » Animal Science » Plant Science » Applied Agricultural Engineering • Automotive Technology* • Business, Finance and Marketing Studies • Debate 	<p style="text-align: center;">Programs of Study</p> <ul style="list-style-type: none"> • Cosmetology* • Education and Training • Health Science*, ** • Sports Medicine 	<p style="text-align: center;">Programs of Study</p> <ul style="list-style-type: none"> • Fine Arts: <ul style="list-style-type: none"> » Visual Art » Performing Art : <ul style="list-style-type: none"> † Band † Theatre Arts • Languages Other Than English all but Spanish are taken online: <ul style="list-style-type: none"> » American Sign Language » French » Latin » Spanish • Social Studies 	<p style="text-align: center;">Programs of Study</p> <p>Option 1: Four credits in each of the four foundation subject areas- 4 Math 4 Science 4 Social Studies 4 English</p> <p>Option 2: Four credits in dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts</p>

*offered at Weatherford HS campus and Brock ISD
** offered at Weatherford College campus

ENDORSEMENT: Arts and Humanities				
Program of Study	1st Course	2nd Course	3rd Course	4th Course
Fine Arts: Visual Art	Art I	Art II	Art III	Art IV
Performing Art: Band	Band I	Band II	Band III	Band IV
Theater	Theater I	Theater II	Theater III	Theater IV
Choir	Choir I	Choir II	Choir III	Choir IV
Language Other Than English	(1) Spanish I	(1) Spanish II	(2nd) Computer Science I	(2nd) Computer Science II
Social Studies	World Geography	World History	US History <u>or</u> College US History	US Government .5 & Economics .5 <u>or</u> College Federal Gov. & College Principles of Macro Economics

ENDORSEMENT: Business and Industry Endorsement

Program of Study	1st Course	2nd Course	3rd Course	4th Course
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Agricultural, Food, and Natural Resources

Animal Science	Principles of Agriculture, Food, and Natural Resources	Small Animal .5 Equine Science .5	Livestock Production	Advanced Animal Science OR College Animal Science
Animal Science Vet	Principles of Agriculture, Food, and Natural Resources	Small Animal .5 Equine Science .5	Livestock Production	Veterinary Medical Applications/lab
Plant Science	Principles of Agriculture, Food, and Natural Resources	Horticultural Science	Floral Design	Advanced Floral Design
Applied Agricultural Engineering (Welding & Electrical)	Principles of Agriculture, Food, and Natural Resources	Ag Mechanics and Metal Technologies	Ag Structures Design and Fabrication	Ag Equipment Design and Fabrication OR Practicum in Ag through AmeriFab for Welding OR Independent Electrical Contractors Apprentice (IEC)

Business Communications

Debate	Debate I	Debate II	Debate III	Oral Interpretations
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Design and Multimedia Arts

Graphic Arts	Professional Communications/Teen Leadership Digital Media	Graphic Design I	Graphic Design II	Practicum in Graphic Design
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Business, Marketing, and Finance

Business Management	Principles of Business/Marketing/Finance BIM I	BIM I or BIM II	Business Management	Practicum in Business Management
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ENDORSEMENT: Public Service

Program of Study	1st Course	2nd Course	3rd Course	4th Course
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Education and Training

Teaching and Training	Principles of Education and Training	Human Growth and Development	Instructional Practices in Education	Practicum in Education and Training
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Health Science

Nursing Science - Grades 11 & 12	This Nursing Science located on the BHS campus will start after the completion of the new building addition. For current a Nursing Science program, see your counselor for information about Nursing Science opportunities through Weatherford College (example: Certified Nursing Assistant), and opportunities through our partnership with Weatherford High School (example: medical microbiology, pharmacology).			
Nursing Science Grades 9 & 10	Principles of Health Science	Medical Terminology	Micro Biology or Health Theory Anatomy & Physiology	Practicum in Health Science
Nursing Science with Emphasis on Pharmacology Grades 9 & 10	Principles of Health Science	Medical Terminology	Micro Biology or Health Theory Anatomy & Physiology	Practicum in Health Science: Pharmacology
Sports Medicine	Sports Medicine I	Sports Medicine II	Sports Medicine III	Anatomy and Physiology

ENDORSEMENT: STEM

Programs of Study	1st Course	2nd Course	3rd Course	4th Course
Math (5 Math Credits)	Algebra I (Grade 8) Algebra I, Algebra I Honors or Geometry, Geometry Honors	Geometry, Geometry Honors or Algebra II or Algebra II Honors	Algebraic Reasoning or any advanced math course offered, or Dual Credit Math (Combination of Credits)	Any advanced math course offered, or Dual Credit Math (Combination of Credits)
Science (5 Science Credits)	Biology or IPC	Biology or Chemistry	Chemistry, Physics, or Advanced Science	Advanced Science: Environmental Science Advanced Animal Science, Dual Credit Biology Dual Credit Animal Science
Programming and Software Development	Fundamentals of Computer Science	Computer Science I <i>Prerequisite:</i> <i>Algebra I</i>	Computer Science II <i>Prerequisite:</i> <i>Computer Science I</i> Mobile App Development <i>Prerequisite:</i> <i>Algebra I</i>	Practicum in STEM

ENDORSEMENT: Multidisciplinary

Students Have Two Options to Earn a Multidisciplinary Endorsement

Option 1:

Four credits in each of the four foundation subject areas

- 4 Math
- 4 Science
- 4 Social Studies
- 4 English

Option 2:

Four credits (or 8 semesters) in dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts

The information in this catalog is subject to change based on new information mandated through the Texas Legislature, the Texas Education Agency or the State Board of Education. This course catalog will be updated periodically online as new information is received. All changes will be noted in red.

For BISD Courses Offered Through a Shared Partnership With Weatherford ISD or Technical Dual Credit Courses through Weatherford College See Your Campus Counselor

Examples: WHS Cosmetology, WHS Automotive, Mechanical and Engines WC HVAC, WC Fire Academy

High School Graduation Plans

BISD has graduation plans to serve the post-secondary needs of all students. As students create a four-year plan of study, they should carefully select courses to provide for multiple education or career related options after high school. Students planning on attending an institution of higher education after graduation, should investigate post-secondary entrance requirements prior to selecting their courses and graduation plan. Research has consistently shown students who take more challenging courses in math and science and participate in advanced programs while in high school are more likely to be successful in post-secondary education. It is important for students to create a rigorous four-year plan while maintaining a healthy balance of extra-curricular and/or part-

time work opportunities. Choosing courses that meet your educational needs or interests is the best way to prepare for your future. In addition, students in BISD are strongly encouraged to complete a Program of Study. A 22 credit Foundation High School Plan without an endorsement can be considered at the beginning of the junior year. However, this requires a meeting with the principal, counselor, parent/guardian and student to discuss post-secondary implications.

Performance Acknowledgements

Students graduating on the Foundation High School Program can earn Performance Acknowledgements on their transcript for outstanding performance in a dual credit course; on the PSAT/NMSQT®, ACT Aspire®, SAT® or ACT®; and by earning a nationally or internationally recognized business or industry certification or license. Please see below for specific Performance Acknowledgement requirements.

Dual Credit Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student's transcript for outstanding performance in a dual credit course by successfully completing at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 or higher on a scale of 4.0.

Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student's transcript for outstanding performance on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the work place or on an established valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process by:

- (1) Earning a score on the PSAT/NMSQT® that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program of the College Board.
- (2) Achieving the college readiness benchmark score on at least two of the four sub tests on the ACT Aspire™ exam;
- (3) Earning scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT®;
- (4) Earning a composite score on the ACT® exam of 28 (excluding the writing sub-score).

Business or Industry Certification or License Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student's transcript for earning a nationally or internationally recognized business or industry certification or license as follows:

- (1) A student may earn a performance acknowledgment with:
 - a) Performance on an exam or series of exams sufficient to obtain a nationally or internationally recognized business or industry certification, or
 - b) Performance on an exam sufficient to obtain a government-required credential to practice a profession.
- (2) Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skill standards promulgated by:
 - a) A nationally or internationally recognized business, industry, professional, or
 - b) Governmental entity representing a particular profession or
 - c) An occupation that is issued by or endorsed by a national or international business, industry, or professional organization; a state agency or other governmental entity; or
 - d) A state-based industry association.
- (3) Certifications or licensures for performance acknowledgements shall:
 - a) Be age appropriate for high school students;
 - b) Represent a student's substantial course of study and/or end-of-program knowledge and skills;
 - c) Include an industry recognized exam or series of exams, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and represent substantial knowledge and multiple skills needed for successful entry into a high skill occupation.

- (4) A student may earn a performance acknowledgment with:

- a) Performance on an exam or series of exams sufficient to obtain a nationally or internationally recognized business or industry certification, or
 - b) Performance on an exam sufficient to obtain a government-required credential to practice a profession.
- (5) Nationally or internationally recognized business or industry certification shall be defined as industry validated credential that complies with knowledge and skill standards promulgated by a nationally or internationally recognized business, industry, professional, or governmental entity representing a particular profession or occupation that is issued by or endorsed by:
- a) A national or international business, industry, or professional organization;
 - b) A state agency or other governmental entity; or
 - c) A state-based industry association.
- (6) Certifications or licensures for performance acknowledgements shall:
- a) Be age appropriate for high school students;
 - b) Represent a student's substantial course of study and/or end-of-program knowledge and skills;
 - c) Include an industry recognized exam or series of exams, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
 - d) Represent substantial knowledge and multiple skills needed for successful entry into a high skill occupation.

Required State Assessments for Graduation

State of Texas Assessments of Academic Readiness (STAAR) End of Course Requirements for Graduation:

Students will take the State of Texas Assessments of Academic Readiness (STAAR) exam at the end of English I, English II, Algebra I, Biology and U.S. History. In order to graduate, a student must meet or exceed the Level II Satisfactory scale score on each STAAR end-of-course (EOC) assessment. The performance standard needed to meet the testing requirement for graduation is based on the performance standard in place when students take their first EOC test and will apply to all five EOC assessments. For example, for students who took STAAR Algebra I in spring 2013, the first phase-in standard for Level II: Satisfactory Performance would apply to Algebra I, STAAR English I, English II, Biology, and U.S. History.

STAAR EOC retest opportunities will be available for students needing to retest. Retests will be offered during the summer, fall and spring administrations of STAAR. Specific substitutions for EOCs are allowed and include PSAT/NMSQT®, ACT Aspire™, SAT® or ACT® scores. It is the student's responsibility to check with their counselor to determine if they are eligible for a substitution. The ARD committees shall determine whether students receiving special education services are required to pass EOCs to receive a high school diploma.

According to Senate Bill 149, passed in April 2015, students who miss the Level II Satisfactory scale score on no more than two of the five EOC assessments may graduate if granted a recommendation from the campus Individual Graduation Committee (IGC). In order to be eligible for IGC consideration, the student must continue to retest at every eligible opportunity.

Please check the district website www.brockisd.net for the latest information on STAAR.

***Please note that ELL students within their first three years in US schools who exercise the English I Special Provision must include that assessment as one of the two assessments missing Level II Satisfactory Performance for IGC consideration.*

Early Graduation

A BISD student may choose to graduate from high school in fewer than four years. To pursue early graduation, a parent and student must make a written request. Early graduation requirements include parent and principal approval, and a meeting with the counselor to file a written early graduation plan. Specific details about the process to request early graduation are available from your school counselor.

Grade Level Classifications

For the purpose of classifying students: *(Exception: A student who has filed an Early Graduation Plan.)*

Freshman: Must have been promoted from the 8th grade.

Sophomore: Must have satisfactorily completed 5 credits.

Junior: Must have satisfactorily completed 10 credits.

Senior: Must have satisfactorily completed 15 credits.

This classification is based on the number of credits actually completed. Credits earned through summer school, credit-by-exam, competency-based, or correspondence should be on file in the registrar's office before the first day of school for classification purposes. A correspondence course is not considered completed until the final grade is recorded in the registrar's office. Please consult the campus principal for further clarification regarding extracurricular eligibility requirements.

Notes Regarding Class Rank / GPA

Grades earned in Dual Credit courses taken on BHS campus will be included in class rank calculations.

1. The grade point average will be derived by finding the sum of all grade points earned and dividing the sum by the total number of grades.
2. Grade points are awarded for passing semester grades.
3. Grades earned in or by physical education; athletics; credit by examination; credit recovery; test preparation courses; student aide courses; distance learning courses; and courses substituted for physical education will not be included in Class Rank calculations.
4. Students must graduate on the Distinguished Level of Achievement to qualify for Top 10% Automatic Admission.
5. For a dual credit course (whether it's online or face to face) to count toward a student's GPA, it must be taken during the regular semester and assigned as a course on the student's schedule. Courses taken over the summer or in addition to the regular school day can be reflected as college credit on the transcript but will not factor into the student's GPA.

Valedictorian & Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school.
3. Students must graduate on the Distinguished Level of Achievement to qualify for Valedictorian/Salutatorian.

BROCK ISD GENERAL INFORMATION

Schedule Changes

It is very important that students and parents consider selecting appropriate courses based on the student's graduation and post-secondary plans. The choices students make during the course selection process determine the master schedule and teacher assignments for the campus. Though never perfect, the campus master schedule is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability. Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections.

Guidelines for Changes after the Add/Drop Date

During the first week of school, schedule changes will be granted for the following reasons:

- a student is in a class for which he/she has already received credit
- a student was placed in a course when the original course did not make
- a student needs to be moved to balance classes
- a student's schedule has the same course listed twice or is missing a class
- student is a senior and does not have a course required for graduation.

- a student has been dismissed from a program where approval must be granted for placement.
- a data entry error made by the school
- other changes deemed necessary by administration

Course Request Changes: Any requests to change a course for reasons other than those listed above will only be considered for compelling educational circumstances **and meets state compulsory attendance requirements** and will require a parent signature. Course request changes must be made before the published deadline. The course change deadline will be approximately two weeks prior to the first day of school.

Advanced/Honors Course Level Changes: Course level changes may be requested in the summer when submitted before the published deadline. After the start of school, course level changes for advanced courses with a corresponding on-level class will be considered only at the end of the first progress reporting period. In order to be considered for a transfer from an honors class, the student must have made a sincere effort to succeed by attending tutorials, completing his or her work, and by conferencing with the teacher. The parent must conference with the teacher before an honors course level change will be considered. An exit form must be completed by the teacher and contain parent and counselor signature before a schedule change can occur.

Elective Changes Will Not Be Made During the School Year

Unnecessary changes compromise student's ability to complete their endorsements and the master schedule. Such changes cause teachers and resources to be ineffectively utilized. Students may request PROGRAM changes. Examples of programs are Athletics, Band, and Choir. In this case, the students are required to obtain approval from the director of the program and the director must submit it in writing to the counselor.

Dual Credit Schedule Changes

1. Dual Credit and Dual Enrollment withdraw dates vary by institution. It is important that you pay close attention to your institution's guidelines for your withdraw decisions. In some cases, you may be issued a WD (withdraw), WP (withdraw passing), WF (withdraw Failing) or other coding that will affect your college transcript. High School counselor (or designee) approval required.
2. Students who withdraw from a dual credit class for which there is a course equivalent will be given the option of moving into those classes. The withdrawal grade earned in the exited class will be substituted for assignments missed.
3. Students who wish to withdraw from a dual credit class for which there is no non-dual credit equivalent will be placed in another course for which they may or may not receive high school credit towards graduation.

Dual Credit TSI Eligibility

The Texas Success Initiative (TSI) is an untimed assessment program designed to determine if a student is ready for college-level course work in the general areas of reading, writing and mathematics. In addition, this program will also help determine what type of support may be needed to best meet the student's needs and to assist in becoming better prepared for college-level course work. The TSI Assessment is composed of three sections: TSI Reading, TSI Writing and TSI Mathematics.

FAQ for TSI

What is the Pre-Assessment Activity and why is it required before taking the TSI Assessment?

This activity reiterates the importance of the TSI Assessment and provides information about the test and any score feedback you will receive. Each college has their own Pre-Assessment Activity. Please see the counseling office for more information and college specific resources.

When do I have to take the TSI Assessment?

The assessment must be taken before you can enroll in any college-level course at any Texas public institution of higher education. Specifically, in BISD, you must take the TSI prior to enrolling in dual credit courses unless you meet the exemption qualifications.

How do I register and pay for the TSI Assessment?

BISD is able to provide the TSI Assessment locally. Student must pay \$10 per section. Check with your HS Counseling office for campus based TSI Assessment scheduling opportunities.

Are calculators allowed for the TSI Assessment?

No calculators are allowed to be brought into the testing room. A calculator is provided within the testing program when appropriate.

Texas Automatic College Admissions Criteria

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class, or the top 6 percent of eligible 2017 summer/fall freshman applicants for admission to the University of Texas at Austin, and the applicant:

- 1.) Successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP);
- 2.) Earned the distinguished level of achievement under the Foundation High School Program; or Satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment.

To qualify for automatic admission, a student must:

- 1.) Submit an application before the deadline established by the college or university to which the student seeks admission;
- 2.) Meet all curriculum requirements for admission established by the college or university to which the student seeks admission; and
- 3.) Provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the distinguished level of achievement under the Foundation High School Program or portion of the distinguished level of achievement under the Foundation High School Program that was available to the student.

National Collegiate Athletic Association (NCAA)

The National Collegiate Athletic Association (NCAA) is the governing body for college athletics. Students wishing to participate in any college sport must meet eligibility requirements, as defined in the NCAA Eligibility Center (www.eligibilitycenter.org). Eligibility requirements depend on the Division and are based on the unweighted GPA in core classes, as compared to SAT/ACT scores.

NCAA Division I and II require 16 core courses

Division I

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).
- Complete 10 core courses, including seven in English, math or natural/physical science, before the start of the seventh semester.

Once students begin their seventh semester, they must have more than 10 core courses completed to be able to repeat or replace any of the 10 courses used in the preliminary academic certification.

- Earn at least a 2.3 GPA in their core courses.
- Earn an SAT combined score or ACT sum score matching their core-course GPA on the Division I sliding scale, which balances their test score and core-course GPA. If students have a low-test score, they will need a higher core-course GPA to be eligible. If they have a low core-course GPA, they will need a higher test score to be eligible.

Division II

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Important: Any student seeking to participate in NCAA sports should consult with their school counselor before taking any course online, through correspondence, or in any other non-traditional means. The NCAA does not recognize certain types of non-traditional instruction and this can impact student eligibility.

Physical Education Substitutes

Physical Education substitution credit may be awarded for successful completion of certain courses. Students may earn Physical Education substitution credits through participation in Flag Corp (one credit maximum), Marching Band (one credit maximum), Athletics (four credit maximum), and Private/Commercially sponsored activities (four credit maximum). Credits may not be earned for a PE course more than once and no more than four substitutions may be earned through any combination of allowable substitutions. In order for a student to earn credit for one of these activities, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Upon completion of one semester's participation in one of these activities, the student is awarded a PE substitution credit.

In accordance with local district policy, a school district may award up to four credits for physical education for appropriate private or commercially-sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions: Category (1) Olympic- level participation and/or competition including a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education; Category (2) Private or commercially-sponsored physical activities including those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least 5 hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day. For more information in regards to Off Campus PE, please contact your school counselor or the district coordinator for physical education.

Language Other Than English (LOTE) Substitutes

The Foundation High School Program (FHSP) requires a student to have two levels of the same language other than English (LOTE). If a student, in completing the first credit in LOTE with a 70- or above, demonstrates that he/she is unlikely to be able to complete the second level, a committee consisting of the LOTE Level 1 teacher, the principal or designee, and the student's parent/guardian will be formed to determine if LOTE substitutions will be allowed:

If a substitution is granted, it will ONLY satisfy the credit required for the LOTE Level II course and will not be considered as part of a coherent sequence of LOTE courses required for any endorsement. In addition, it may not fulfill the requirement for admissions into the college/university for which the student is applying. Most universities require two years of the same foreign language; and a substitution course may not fulfill this requirement. It is the student's responsibility to check with the college/university to determine admission requirements.

The determination regarding a student's disability to complete the LOTE credit requirements will be made by:

- The student's ARD committee if the student receives special education services, or
- The committee established for the student under Section 504 of the Rehabilitation Act of 1973.

A student, who due to a disability, is unable to complete two credits in the same language in LOTE, may substitute credits from:

- English Language Arts,
- Mathematics,
- Science,
- Social Studies,
- Career and Technical Education,
- Technology Applications

High School Courses Taken at Brock Jr. High

BISD offers some courses designated for grades 9-12 in grade 8. Students who take these courses must show satisfactory completion of the prerequisite grade 7 math and Texas Essential Knowledge and Skills, as well as state and district requirements for the high school course taken. Satisfactory completion of high school courses in grade 8 shall be reflected on the student's academic

achievement record, and the student will be awarded state graduation credit. *Algebra 1 taken in junior high will be included as a weighted course in the student's high school Grade Point Average (GPA).*

Correspondence, Distance & Virtual Courses

All high school students may take correspondence, distance and virtual courses and earn credit toward graduation. Students may choose to take correspondence, distance and virtual courses outside the school day at their own expense. BISD recommends that any correspondence, distance, or virtual courses required for graduation are completed by the end of the fall semester of a student's senior year. Prior to enrollment in these courses, students must make written request for approval to enroll in the course through their counselor. Credit toward state graduation requirements shall be granted under the following conditions:

1. The institution offering the course is The University of Texas (UT), Texas Tech University, Texas Virtual School Network (TxVSN), or other public institution of higher education approved by the Commissioner of Education.
2. The course includes the state-required Texas Essential Knowledge and Skills for such a course.

Students must receive approval from their counselor prior to enrolling in a course from a provider other than UT, Texas Tech or TxVSN. Grades earned in correspondence, distance and virtual courses are not used to determine grade point average (GPA). Seniors who are enrolled in correspondence, distance or virtual courses to earn units required for graduation shall complete the course and submit the grade for recording at least 30 days prior to the graduation date in order to be eligible for graduation at the end of the term. **Student athletes who are considering correspondence, distance or virtual courses must check with the NCAA to inquire if a course of this type is acceptable as part of the NCAA core curriculum requirements. Please visit the NCAA website www.eligibilitycenter.org or 1-877-262-1492.** A correspondence, distance, or virtual course is not considered completed until the final grade is recorded in the campus registrar's office. In certain circumstances, Texas Virtual School Network may be provided free of charge.

Credit by Examination for Courses Failed

A student who has had sufficient prior formal instruction as determined by the district on the basis of a review of the student's educational records and who has failed a course may gain credit for the course by passing a proficiency examination on the Texas Essential Knowledge and Skills of the course. Students must score 70% or better on the test, although it is not used to determine grade point average (GPA). A student may not use this examination to regain eligibility to participate in extracurricular activities. Students assume the cost of the examination.

Credit by Examination for Acceleration

Examination for Acceleration (EA) allows students who, without prior instruction, have already mastered content and skills in a particular course, to advance to the next level. Students take a designated criterion-referenced test which covers the Texas Essential Knowledge and Skills and major learning for the course for which they wish credit. EA registration forms are available through the campus counselor. The district provides two EA testing windows at no cost to students. Specific registration deadlines for EA are located in the BISD Student Handbook. Parents and students may get additional information about EA from campus counselors. Students must score 80 percent or higher on the Exam for Acceleration, although it is not used to determine grade point average (GPA). For courses with two semester tests, the student must score 80 percent on both semester exams and not an average of 80 percent. The campus will notify the parents and students upon receiving results of the tests. At the beginning of the school year after EA testing, students will be scheduled into appropriate classes based upon EA results, recommendations of District staff and written parental permission.

Are Advanced Academic Courses Right For You?

Academic Preparation	Habits of Mind & Study Skills	Family & Personal Commitments	Future Goals
How would teachers/family describe your strengths?	How do you study, take notes, and stay organized?	Are your goals and your parents' goals for the future the same?	What are your career interests?

<p>What are your strong subjects?</p> <p>Are your current grades a reflection of your effort/ability?</p> <p>Are you satisfied with your current level of challenge?</p> <p>How have you performed on STAAR, PSAT and classroom assessments?</p>	<p>When you are confused or absent, do you ask for help and/or access campus resources?</p> <p>Do you value hard work and challenging course content over GPA?</p>	<p>What are your family and extracurricular commitments outside the school day? How do you balance commitments?</p> <p>Do you miss school regularly?</p>	<p>What education is required?</p> <ul style="list-style-type: none"> ● 4-year University ● 2-year College ● Career/Technology ● Apprenticeship ● Military <p>Do your selected courses help you reach your goal?</p>
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The following classes qualify for Advanced Courses that receive weighted grade points.

- Honors English I, Honors English II, Honors English III
- Honors Algebra I, Honors Algebra II, Honors Geometry
- Honors Biology, Honors Chemistry, Honor Physics, Honors Anatomy & Physiology
- Honors World Geography and Honors World History
- UIL Academic Classes

**** No more than one UIL academic class may be weighted per school year. A student must complete the class and meet class requirements set forth by the teacher in order to receive a final weighted grade.**

Dual Credit Courses qualify for weighted grade points if taken during the school day on the BISD campus. **Online courses taken outside of the school day will not count for weighted grade points.**

- *Learning Frameworks* is a pre-requisite to all dual credit courses. It must be taken prior to the first dual credit course or taken concurrently with the first dual credit course
- Courses offered on BHS campus- English, U.S. History, College Algebra, College Statistics, Advanced Animal Science, Business Calculus, College Trig, College Contemporary Math, College Calculus
- Online Courses - Speech, Government, Economics, Art Appreciation, Music Appreciation, Biology, Psychology, Physiology and other courses approved by the counselor. These course must be approved by the counselor and be built into a daily schedule to be taken during the school day.

Dual Credit

While in high school, students may earn credit for both college and high school by participating in and successfully completing a dual credit course. Dual credit means that the grade the student earns in the course will count for both college credit and high school credit. Students must meet admission requirements and potential prerequisites for the college in order to participate in dual credit courses, as well as meet the standard on the Texas Success Initiative (TSI) Assessment. Students will have to also register for dual credit courses with the college after selecting the dual credit course for BISD.

All course offerings are subject to change based on participant numbers and availability of instructors. Grades are based on academic performance and attendance. Tuition must be paid to Weatherford College before the first day of instruction. For more information, visit: <https://mywc.wc.edu/ics>

Note: Students who finish the first semester with a term grade of below 70 in a Dual Credit may be prohibited from continuing dual credit classes in the spring semester at the discretion of the Principal. A parent conference will be mandatory. The student may be placed in a regular High School credit section of the courses. **Students will not receive a high school credit for a dual credit course that received a term grade below a 70.**

BHS COURSE DESCRIPTION

English I

Credit: 1

Grade: 9

Prerequisite: None

This course emphasizes the application of oral communication skills and reading skills, including comprehension, use of reference aids, and vocabulary. Vocabulary instruction emphasizes application of vocabulary words in writing samples. Various types of writing are taught in the format of the writing process. Mechanics and grammar are emphasized and reinforced in various methods. Literature and literacy concepts aligned with TEKS are also a focus. Literature at the English I level is genre based.

English I Honors

Credit: 1

Grade: 9

Prerequisite: Summer Reading Assignment Completion

This challenging course is recommended for a freshman planning to take Dual Credit College English in 11th or 12th grade. The course will require intensive study of both literature and language to prepare the serious student for advanced studies. Students are encouraged to purchase or obtain outside novels for use in this class. **Note: Students will have a required summer reading assignment which will be communicated later this spring, along with the required summer reading.**

English II

Credit: 1

Grade: 10

Prerequisite: None

English II continues to increase and refine students' communication skills, building on the skills they developed in English I in reading, writing, speaking, listening, viewing, and representing. Students practice a variety of writing forms, as they plan, draft, and complete written compositions on a regular basis. They edit these papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, they read extensively in multiple genres from world literature, analyzing the works, and interpreting the possible influences of historical context.

English II Honors

Credit: 1

Grade: 10

Prerequisite: Summer Reading Assignment Completion

English II is recommended for a sophomore who is planning to take the Dual Credit College English in 11th or 12th grade. The course will require intensive study of both literature and language to prepare the serious student for advanced studies. Students are encouraged to purchase or obtain outside novels for use in this class. Summer reading is required as is a summer assignment. **Note: Students will have a required summer reading assignment which will be communicated later this spring, along with the required summer reading.**

English III

Credit: 1

Grade: 11

Prerequisite: None

This course refines the above basic skills learned in the English I and II courses in the framework of American literature. Students study reading, writing, speaking, listening, viewing, and representing. They practice a variety of writing forms, as they plan, draft, and complete written compositions on a regular basis. Writing will focus on literary analysis, research, and preparation for the writing component on the SAT.

English III Honors

Credit: 1

Grade: 11

Prerequisite: Summer Reading Assignment Completion

English II is recommended for a junior who is planning to take the Dual Credit College English in 12th grade. The course will require intensive study of both literature and language to prepare the serious student for advanced studies. Students are encouraged to purchase or obtain outside novels for use in this class. Summer reading is required as is a

summer assignment. **Note: Students will have a required summer reading assignment which will be communicated later this spring, along with the required summer reading.**

English IV

Credit: 1

Grade: 12

English IV continues to increase and refine the necessary skills for effective reading, writing, speaking, listening, viewing, and representing. Students write for varied audiences and purposes. As they revise their writing, they focus on the development of precision in meaning through sophisticated language and rhetorical choices that keep audience and purpose in mind. The students study major works of literature to explore the development of the English language and the historical content, major themes, and authors of representative British and other world literature. English IV prepares students for college admission.

College English 1301- Fall Semester/1302- Spring Semester

Credit: 1

Grade: 11, 12

Prerequisite: Must meet eligibility guidelines

English 1301 - Intensive study of and practice in writing processes, from invention researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

English 1302 - Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

College English 2322- Fall Semester/English 2323- Spring Semester

Credit: 1

Grade 12

Prerequisite: College English 1301 & 1302

English 2322 - A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

English 2323 - A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Humanities

Grade: 9, 10, 11, 12

Credit: 1

Prerequisite: None

Humanities provides research experience for students with skills in language arts through the study of the relationship between the culture and the arts of Western civilizations. History, literature, fine arts, philosophy, and music from ancient times to present are explored and compared with emphasis on both oral and written analysis. Oral presentations, research assignments, and written analysis will be tools used in this course.

Practical Writing

Credit: 1

Grade: 10, 11

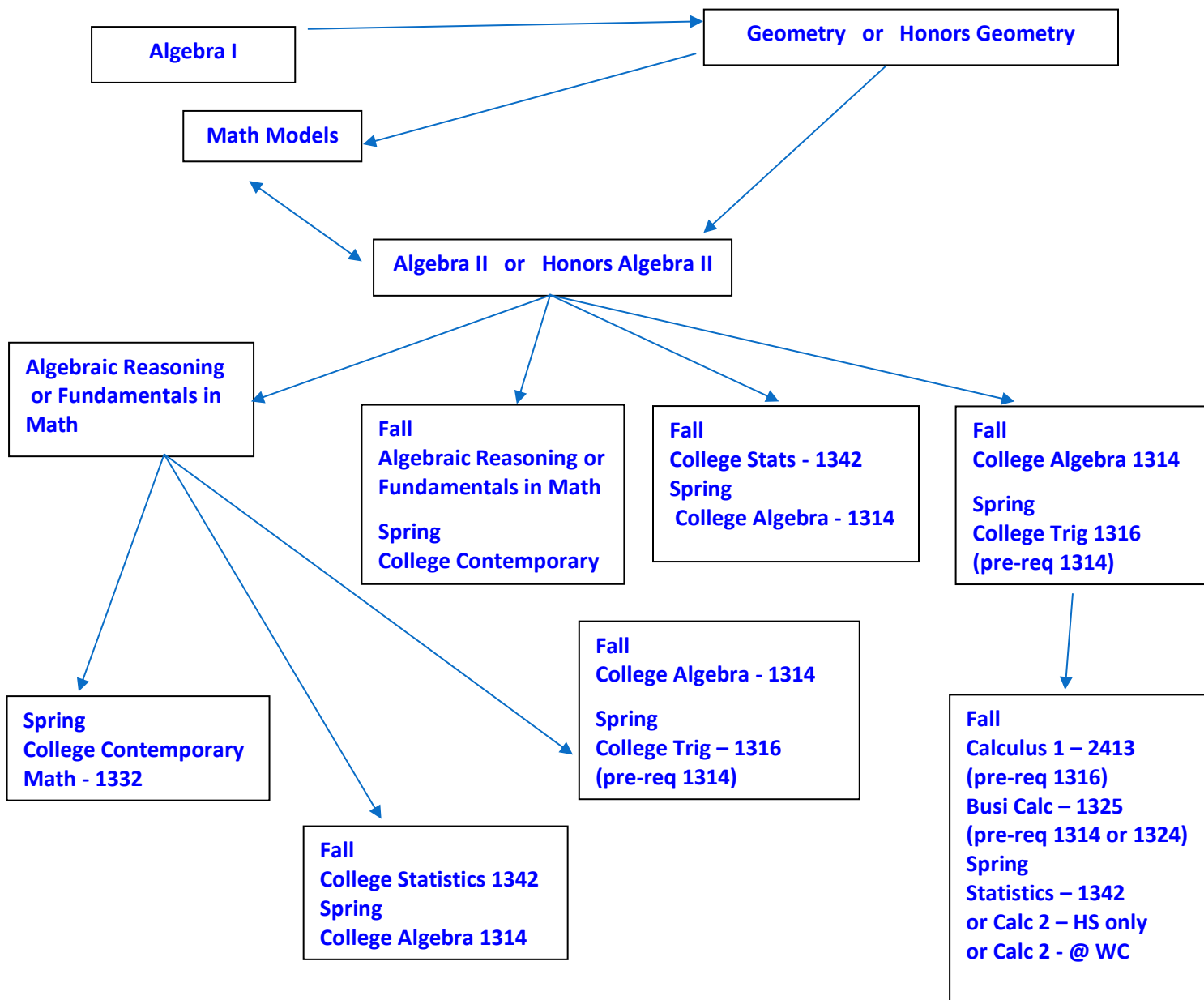
Prerequisite: None

This course is designed to prepare students who have not yet met college readiness standards for college-level coursework or passed EOC English I and/or EOC English II. The study of writing allows high school students to develop skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

Brock High School Recommended Mathematics Sequence

Subject to change when needed

Algebraic Reasoning, Math Models and College Prep Mathematics are state approved mathematics courses. These courses require a counselor conference for placement. In addition, The State Board of Education (SBOE) has approved courses to substitute for math credits.



The main difference in Algebra II and Honors Algebra II:

Algebra II goals:

*to prepare you for **college algebra**

Honors Algebra II goals:

*to prepare you for **any college math course**

*to prepare you for college science courses with higher level math and includes **ACT/SAT enrichment**

High School Pre-Calculus is equivalent to College Algebra and Trigonometry combined

Algebra I**Credit: 1****Grade: 9****Prerequisite: None**

Algebra I will include the following concepts: operations with real numbers and properties of real numbers, linear equations and inequalities in one variable, linear equations and inequalities in two variables, skills associated with polynomials and rational expressions of roots, operations with radicals, and quadratic equations.

Algebra I Honors**Credit: 1****Grade: 9**

Algebra I will include the following concepts: operations with real numbers and properties of real numbers, linear equations and inequalities in one variable, linear equations and inequalities in two variables, skills associated with polynomials and rational expressions of roots, operations with radicals, and quadratic equations. This course will study in depth real world application of algebraic concepts. Word problems will touch on topics such as linear and non-linear projectile motion and simple and compounded interest.

Geometry**Credit: 1****Grade: 9, 10****Prerequisite: Algebra I**

Geometry will include the following skills: deductive reasoning, lines and angles, basic postulates and theorems, triangles, inequalities, parallel lines, quadrilaterals, area, polygons, circles, and geometric solids.

Geometry Honors**Credit: 1****Grade: 9, 10****Prerequisite: Algebra I**

This course covers the same topics of Geometry with more depth. There is a strong emphasis on problem solving, geometry proofs, logic, and applications of geometric concepts. A variety of activities are integrated into this course. Students should have a strong background in solving equations and working with variables.

Algebra II**Credit: 1****Grade: 10, 11, 12****Prerequisite: Geometry**

Algebra II will include skills associated with open sentences, properties of relations and functions, properties of the complex number system, polynomials and rational expressions, quadratic functions, exponential and logarithmic functions and conic sections.

Algebra II Honors**Credit: 1****Grade: 10, 11, 12****Prerequisite: Geometry**

This course covers the same topics as regular Algebra 2, but with extensions of each topic and more problem-solving than regular Algebra 2. The only additional topic is Probability and Statistics.

Math Models**Credit: 1 each****Grade: 11, 12****Prerequisite: None**

In Mathematical Models with Applications students use algebraic, graphical and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Mathematical models from algebra, geometry, probability, statistics, and technology are used to solve application problems in both mathematical and non-mathematical situations.

Algebraic Reasoning

Credit: 1

Grade: 11, 12

Prerequisite: Algebra I, Geometry

Algebra Reasoning is designed for students who have completed Algebra I, but who need to strengthen their algebra skills before taking Algebra II or college-level math. Students will extend their level of mathematical skills and reasoning beyond the topics covered in Algebra I. Some topics include functions (linear, quadratic, polynomial, exponential, logarithmic, etc.), and basic trig.

Fundamental Math 0301, 0332

Credit: 1

Grade: 11, 12

MATH 0301 – Foundational Mathematics (32.0104.51 19) 3 semester hours (3-1-0)

An introductory course designed to provide a review of fundamental operations in Mathematics with a review of basic arithmetic operations of whole numbers, decimals and common fractions, basic ideas in the treatment of percentage and the applications of percent to practical problems, ratios and proportion, elementary concepts from introductory algebra including operations with signed numbers and operations with algebraic expressions. Solving linear equations is also a major component of this course. This course is designed to allow students to demonstrate their reasoning ability to solve verbal problems. *This course is designed for students whose placement scores indicate that they require additional mathematics skills prior to enrolling into a college level course.* This course will not transfer to a 4-year college; however, it will count for non-degree credit from Weatherford College.

MATH 0332 - Elementary Algebra (Pre-Contemporary Mathematics) (32.0101.51 19) 3 semester hours (3-1-0)

This course prepares students to enroll in MATH 1332, Contemporary Mathematics. This course will be taught in a co-requisite modality as an 8 week course. It will be paired with a MATH 1332 section for the second 8 weeks. Topics in this course include the real number system, solving linear equations and inequalities, graphing linear equations and inequalities, solving systems of linear equations, statistical topics, and number theory. This course will not transfer to a senior college; however, it will count for non-degree credit from Weatherford College. Attendance and tutorials required. Prerequisite: Either a C or better in MATH 0301 or placement by TSI instrument

College Algebra, 1314

Credit: .5

Grade: 11, 12

Length: 1 Semester

Prerequisite: Algebra II and TSI Complete in Math

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions and systems of equations using matrices. Additional topics such as sequences, series, probability and conics may be included. This course includes the study of linear, quadratic, polynomial, logarithmic and exponential functions and their graphs; characteristic of other basic functions, graphing techniques, and operations on functions; systems of equations; and matrices.

College Elementary Statistics, 1342

Credit: .5

Grade: 11, 12

Length: 1 Semester

Prerequisite: Algebra II and meet eligibility requirements

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. An elementary course in statistics including the following topics and their applications in various fields: probability, populations sampling, collection and analysis of data tabulation and graphing data, frequency distributions, mean, mode, standard deviation correlation and regression, the normal distribution, confidence intervals, and binomial distribution, and hypothesis testing.

College Calculus 1, 2413

Credit .5

Grade: 12

Prerequisite: A grade of C or better in Math 1316

This course presents terminology, concepts, and techniques needed to study limits, continuity, differentiation, and

integrating of algebraic, trigonometric, exponential, and logarithmic functions. Exercises are designed to allow students to demonstrate their reasoning ability demonstrate their reasoning ability, to determine maxima and minima, and to analyze functions and their graphs. A Maple component is included in this course.

College Trigonometry, 1316

Credit: .5

Grade: 12

Prerequisite: A grade of a C or Better in Math 1314

This course is an in-depth study and applications of trigonometry including the study of trigonometric functions, solutions of triangles, trigonometric identities and equations, inverse trigonometric functions, and vectors. Emphasis is placed on acquiring and evaluating information based on the trigonometric functions. Exercises are designed to allow students to demonstrate their reasoning ability to solve problems using trigonometry.

College Contemporary Math, 1332

Credit .5

Grade: 11, 12

Prerequisite: TSI complete in Math

Topics may include introductory treatments of sets, logic, numbers systems, number theory, relations, functions, probability and statistics. Appropriate applications are included. This course is designed for liberal arts students. It will provide knowledge of the nature of mathematics as well as mathematical thinking and problem solving. All topics are motivated by real world applications and may include logic, problem solving, financial management, probability, statistics, modeling and the mathematics of politics.

College Calculus for Business and Social Sciences (Business Calculus). Math 1325

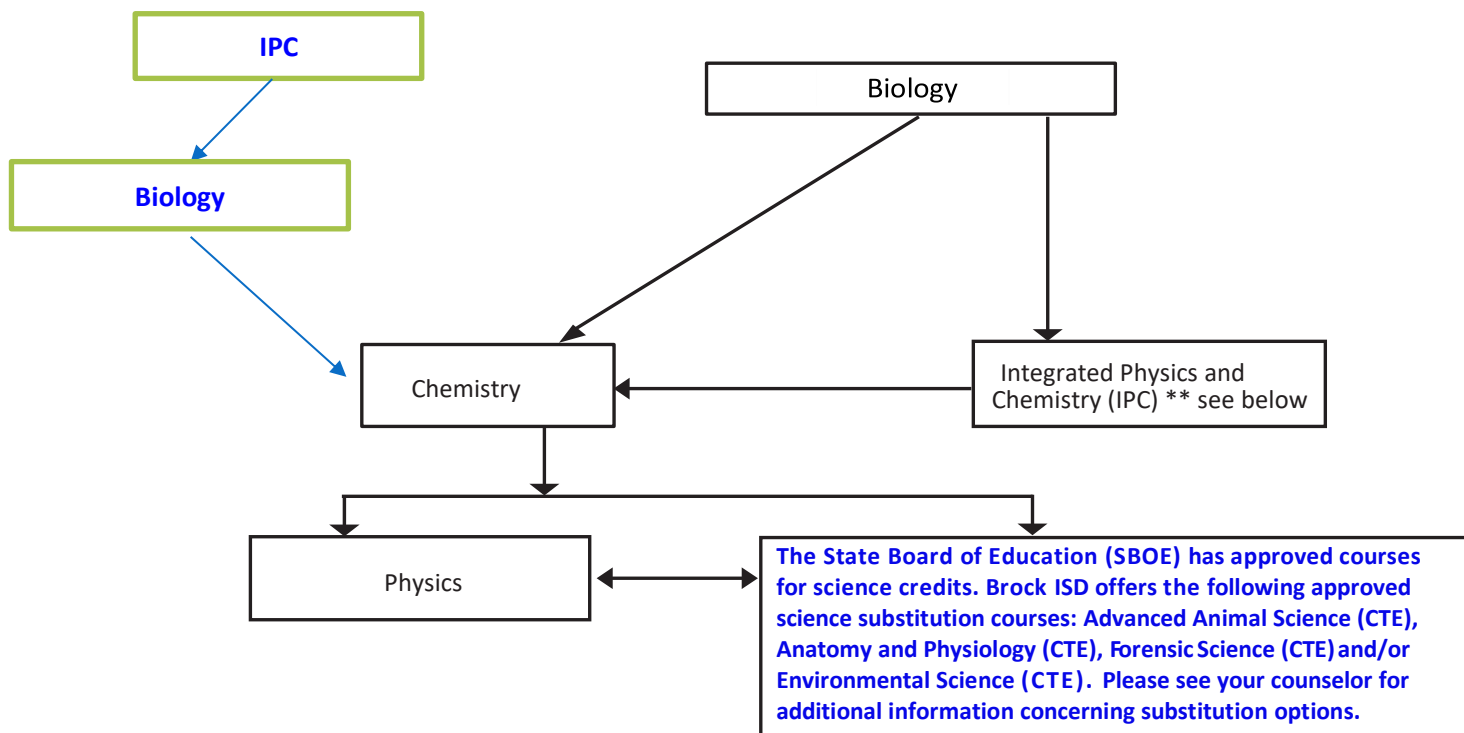
Credit .5

Grade: 11, 12

Prerequisite: A grade of a C or better in Math 1314

Limits and continuity, derivatives, graphing and optimization, exponential and logarithmic functions, and antiderivatives, integration, applications to management, economics, and business.

Recommend Science Course Sequence



Integrated Physics and Chemistry (IPC)

Credit: 1

Grade: 9, 10

(IPC will be offered after Biology only by teacher recommendation)

This course will provide a practical foundation in conceptual physics and chemistry. It is designed for those students seeking additional skill development before continuing on with more advanced science courses. An emphasis will be placed on scientific thought and inquiry while students explore relationships between variables through laboratory activities. This course does not count for the Distinguished Achievement Plan. Some four-year colleges do not recognize this course for a science credit.

Biology

Credit: 1

Grade: 9, 10

This course provides a study of life. Students will conduct laboratory and field investigations, and make informed decisions using critical thinking and scientific problem solving. A variety of topics will be covered including: cell structure and function, mechanisms of genetics, biological evolution and classification, biological processes and systems and interdependency within environmental systems. Students will be required to take the STAAR EOC for graduation.

Biology Honors

Credit: 1

Grade: 9

Prerequisites: STAAR Reading and Science Scores for Grades 7 and 8/Recommendation from 8th grade science teacher

This course provides a study of life. Students will conduct laboratory and field investigations, and make informed decisions using critical thinking and scientific problem solving. A variety of topics will be covered including: cell structure and function, mechanisms of genetics, biological evolution and classification, biological processes and systems and interdependency within environmental systems. This advanced class will include the same scope and sequence as biology but will be rigorous in pacing and expectations, which permits investigation of topics at a greater depth. They will have more complex tasks, questions, assessments as well as outside assignments/projects. Students will gather information from lecture, videos, outside reading, group work, projects and labs. Students will be required to take the STAAR EOC for graduation.

Chemistry

Credit: 1

Grade: 10-11

Prerequisite: Biology, Algebra I

Chemistry is a course that is designed for students to study of properties of elements, compounds and mixtures. Other topics include atomic structure, chemical bonding, chemical reactions, acids and bases, and solutions. The students will conduct laboratory investigations and make informed decisions using critical thinking and scientific problem solving. Chemistry is a concept-oriented course. Mathematical skills are essential for success in this class. Lab safety and technique are emphasized throughout the year.

Honors Chemistry

Credit: 1

Grade: 10-11

Prerequisite: Biology, Algebra I, and meeting STAAR Biology EOC required score

Honors Chemistry is designed to challenge the thought process and problem-solving skills at an advanced achievement level in the thought process and problem-solving skills at an advanced achievement level in the chemical science domain of study. Topics include but are not limited to: properties of matter, atomic structure, chemical bonding, chemical reactions, acids and bases, and solutions. This course shall exceed the content and depth of a standard course both in the classroom and laboratory experiences. Honors chemistry will strive for higher levels of learning, creative thinking, and application of the content areas in the past, present, and future situations with a mathematical approach for recording experimental data and critical evaluation for analyzing, synthesizing, and formulating logical conclusions. Students must have strong math skills.

Physics

Credit: 1

Grade: 11,12

Prerequisite: Chemistry, Algebra I and Geometry

Students will conduct laboratory and field investigations to study physical laws and devices that govern the world around us. Physics students will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. Students will study a variety of topics including force, motion, energy, waves and electricity.

Honors Physics

Credit: 1

Grade: 11, 12

Prerequisite: Honors Chemistry, Algebra I and Geometry

Students will conduct laboratory and field investigations to study physical laws and devices that govern the world around us. Physics students will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. Students will study a variety of topics including force, motion, energy, waves and electricity. This course is specifically designed to challenge students for higher and diverse achievement. To be successful in this course students are expected to go above and beyond what is asked, utilize effective time management skills, be genuinely interested in the subject matter, be willing to accept constructive criticism, know when and how to ask for help, maintain strong study skills and be self-motivated. This course will be both math intensive and writing intensive.

Honors Anatomy and Physiology - Advanced Science Weighted Course

Credit: 1

Grade: 11, 12

Prerequisite: Chemistry, Physics

This is a laboratory-oriented course that will provide opportunities for the student to observe anatomical structures and examine physiological systems. Acquiring, classifying, sequencing data, experiences in oral and written communication of data, and job and career explorations are skills that will be stressed in this course. The course is divided into five principal areas of concentration: organization, support and movement, control systems, maintenance, and continuity. The first area covers organization of the body from the molecular level to organ systems. The second area is a study of the skeletal and muscular systems. Included in control systems is a study of nervous system and the endocrine system. The maintenance area focuses on the roles of the cardiovascular, respiratory, digestive, and excretory systems. In each of the areas, both homeostasis and pathology are considered. Laboratory work is an integral part of the course. This course may count as 4th science credit in the recommended and DAP graduation plans.

Advanced Animal Science

Credit: 1

Grade: 11, 12

Prerequisite: 1 credit of an Agricultural course

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory.

Environmental Science

Credit: 1

Grade: 11, 12

Prerequisite: Chemistry, Physics

Environmental Science students will investigate the interrelationships between people and the natural world. This course will integrate the sciences, including biology, chemistry, and earth science, with the social sciences to analyze contemporary environmental issues. A strong laboratory and field investigation component is included so that students can explore the issues that affect their own lives.

College Animal Science 1419

Credit: .5

Grade: 12

Prerequisite: 1 credit of an Agricultural course

This course is taught by BISD staff. Students are responsible for all books, fees, and tuition. Scientific animal agriculture. Importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of beef cattle, swine, sheep, goats, and horses.

Dual Credit Biology- BIOL 1408 – Biology for Non-Science Majors I (fall semester) –

Credit: .5

Grade: 12

Prerequisite: High school Biology and Chemistry

This course provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Three hours lecture and three hours laboratory per week.

Dual Credit Biology- BIOL 1409 – Biology for Non-Science Majors II (Spring Semester)

Credit: .5

Grade: 12

Prerequisite: High school Biology and Chemistry

This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Three hours lecture and three hours laboratory per week.

College BIOL 1406 – Biology for Science Majors I (Lecture) (26.0101.51 03) 4 semester hours (3-3-0)

Credit: .5

Grade: 11-12

Prerequisite: TSI compliant

Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. Three hours lecture and three hours lab per week.

College BIOL 1407 – Biology for Science Majors II (Lecture) (26.0101.51 03) 4 semester hours (3-3-0)

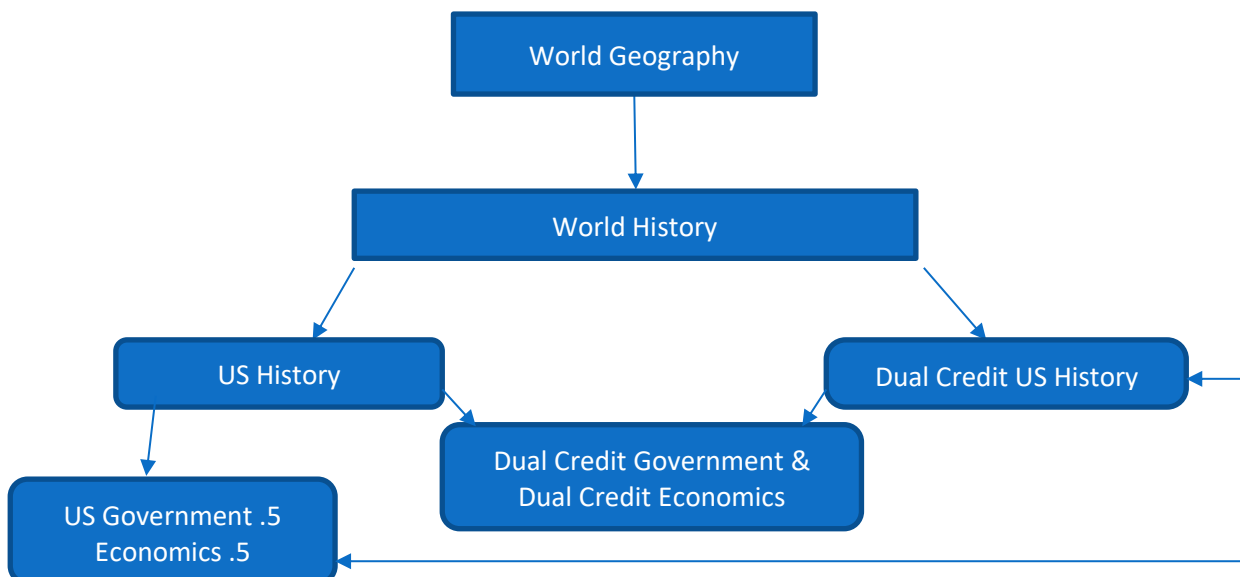
Credit: .5

Grade: 11-12

Prerequisite: TSI compliant

The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Three hours lecture and three hours lab per week.

Recommend Social Studies Course Sequence



World Geography**Credit: 1****Grade: 9**

This course is a two-semester course taught at the freshman level. Students will examine people, places and environments on local, regional, national and international scales. Students will examine the interrelations that exist between governments, history, geography, and economy.

World Geography Honors**Credit: 1****Grade: 9**

This course is designed to prepare students for dual credit opportunities in the social studies. Similar to on-level Political Science, students will examine people, places and environments on local, regional, national and international scales. Students will examine the interrelations that exist between governments, history, geography, and economy. Students should be aware there is an emphasis on the use of historical inquiry in order to research, interpret and write their analysis of their studies and of current events.

World History**Credit: 1****Grade: 10**

This course is a two-semester course taught at the sophomore level. It covers the time period from the development of civilization to the present (1500 A.D.-Present). This comprehensive course combines world history and world geography with various topics, skills, and cultural aspects of each important civilization during its time period (Western and Non-western). Integrated into this curriculum are important geographic themes and map skills.

World History Honors**Credit: 1****Grade: 10**

This course is designed to prepare students for dual credit opportunities in the social studies. Similar to on-level World History, it covers the time period from the development of civilization to the present (1500 A.D.-Present). This comprehensive course combines world history and world geography with various topics, skills, and cultural aspects of each important civilization during its time period (Western and Non-western). Integrated into this curriculum are important geographic themes and map skills. Students should be aware there is a strong focus on writing emphasizing continuity and change, comparisons across time, as well as analyzing primary source documents.

United States History**Credit: 1****Grade: 11**

This course covers the period after Reconstruction to the present and will include the following: emergence of the United States as a world power, the economic development and growth of the United States, and the social and cultural development of the United States. This course is assessed with an End of Course exam required for graduation.

Dual Credit U.S. History, 1301- Fall Semester, 1302- Spring Semester**Credit: 1****Grade: 11****Prerequisite: Meet eligibility requirements**

This course incorporates the essential elements of the high school course with a more accelerated college instruction format. The students must pay tuition to Weatherford College and purchase books. Please note that this course is taught by BISD staff. Taking college classes while still in high school requires a heightened sense of responsibility and maturity.

U.S. Government**Credit: .5****Grade: 12**

This course provides an opportunity for students to study foundations of the United States political system, development of the United States governmental system, the structure and functions of the United States government, and the role of decision-making in civic affairs.

Economics (emphasis on free enterprise and financial literacy)

Credit: .5

Grade: 12

Economics emphasizes the American free enterprise system, government in the American economic system, American economic system and international economic relations, consumer economics, and social studies attitudes, values, and skills for citizenship.

College Federal Government

Credit: .5

Grade: 12

Prerequisite: Meet eligibility requirements

Dual Credit Government is a survey of national, state, and local government, including such topics as the U.S. and Texas Constitutions; democratic theory; federalism; political culture, political socialization, and public opinion, political participation and electoral behavior; political parties and interest groups; press; and local government. These phenomena are examined at the national, state, and local levels with an emphasis placed on linkages with the formulation of public policy. This course incorporates the essential elements of the high school course with a more accelerated college instruction format. The students must pay tuition to Weatherford College and purchase books. Please note that this course is taught by college professors not BISD staff. Taking college classes while still in high school requires a heightened sense of responsibility and maturity. Failing college government could prevent a student from graduating from high school.

College Principles of Macro Economics

Credit: .5

Grade: 12

Prerequisite: Must meet eligibility requirements

This course is designed for students showing an advanced aptitude for the study of social studies and/or business. It undertakes an in-depth study of the capitalistic system and its purposes, functions, and results. BISD students must pay for tuition and books. Please note that this course is taught by college professors not BISD staff. Taking college classes while still in high school requires a heightened sense of responsibility and maturity. Failing college government will keep a student from graduating from high school.

College Introduction to Economics

Credit: .5

Grade: 12

A survey of microeconomic and macroeconomic principles *for non-business majors*. Microeconomic topics will include supply and demand, consumer behavior, price and output decisions by firms under various market structures, factor markets, market failures, international trade, and exchange rates. Macroeconomic topics will include national income, unemployment, inflation, business cycles, aggregate supply and demand, monetary and fiscal policy, and economic growth. Three hours lecture per week. This course satisfies the Behavioral Science Core. ECON 2301 – Principles of Economics (Macro) (45.0601.51 25) 3 semester

Fine Arts

Band I, II, III, IV

Grade: 9-12

The curriculum focuses mainly on marching band in the fall and concert band in the spring. The rehearsal and performance schedules include Summer Band Camp, after school practices, football games, pep rallies, contests, sectionals, and concerts. Participating in fall marching band allows students to waive ½ credit of the required P.E. credits. Students enrolling in any band course are required to participate in marching band. Membership does not require an audition if a student has been part of a band program the previous year. If the student has not been part of a band program the previous year, a meeting with the band director will be necessary to discuss the possibility of becoming a member.

Theater I, II, III, IV

Grade: 9-12

Students will study the fundamentals of theatre including basic acting techniques, movement, voice and diction, and theatre history. Students will gain experience in basic technical theatre techniques such as: set construction, lighting

operation and design basics, sound operation and design basics, and costume construction. Theatre Arts I students will be expected to act in front of the classroom at various times throughout the school year.

Art I, II, III, IV

Grade: 9-12

Art I is an introduction to the use of the elements and principles of design, and the different materials used for self-expression. The student will be given opportunities to design and create original works of art. Art II is a continuation of the use of the elements and principles of design in three dimensional issues. Students will be provided an opportunity to work in ceramics, sculpture, and three-dimensional mixed media while gaining an understanding of self and others through creative expression. This course is a continuation of the use of the elements and principles of design. Students will be provided an opportunity to work in drawing, painting, mixed media, and more while gaining an understanding of self and others through creative expression.

Choir I, II, III, IV

Grade: 9-12

Choir courses place a strong emphasis on music reading and vocal technique, as well as the development of self-discipline, team building, and a strong work ethic in a positive atmosphere. Students perform in a variety of musical styles in large and small ensembles and have the opportunity to perform as soloists. Performance opportunities include Choir Concerts, UIL Concert and Sight-reading Evaluation, UIL Solo Contests, and state auditions.

Other Art Credit Opportunities: Students may obtain Art 1 credit through Correspondence Course (visit www.utexas.edu/ce/k16 or www.depts.ttu.edu/uc/ec2k) or through Texas Virtual School Network. See your Counselor for more details.

Foreign Language

Spanish 1

Credit: 1

Grade: 9-11

This course begins the development of the four basic language skills: listening, speaking, reading, and writing through the use of vocabulary building, basic conversation and speaking assignments, hands-on practice, and partial immersion (by the end of this course the class will be instructed at 90% in Spanish). Additionally, students will analyze and compare cultural practices, products and perspectives of various Spanish-speaking countries. Students are expected to be actively engaged as this course is vocabulary intensive and requires good study skills/habits and organization.

Spanish II

Credit: 1

Grade: 9-11

Prerequisite: Spanish I

Spanish II emphasizes continued development of the basic skills of reading, writing, listening, and speaking. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. The course continues the exploration of the culture, customs, and folklore of the Spanish-speaking world. Course work includes oral drills, vocabulary building, and dialogue reading of cultural material, creative and expository writing. (Half way through the course it will be a Spanish-only classroom).

Computer Science I

Credit: 1

Grade: 9-11

This is a beginner's level approach to computer science. Students who enroll in this class are not expected to have any prior knowledge of programming, web design or game design. Students will be taught structured programming concepts and the use of algorithms for problem solving. The object-oriented programming class uses the Java programming language to discuss basic concepts of programming. This course may fulfill the first credit of Foreign Language/Language other than English.

Computer Science II

Credit: 1

Grade: 9- 11

This course offers an emphasis on object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a second semester college-level course in Computer Science. This course may fulfill the second credit of Foreign Language/Language other than English.

Additional Electives

Professional Communications/Teen Leadership (*This is a required course for all BISD freshmen students*)

Credit: 1

Grade: 9

Professional Communications/Teen Leadership is a program in which students learn leadership, professional, and business skills. They gain an appreciation for the importance of having a vision when setting personal and professional goals. Students learn to develop a healthy self-concept, build healthy relationships, and understand the concept of personal responsibility. They investigate emotional intelligence and the parameters it measures: self-awareness, self-control, self-motivation, and effective social skills. Students learn skills in public speaking, communication, and problem solving. They also investigate the concept of personal image, the process of principle-based decision-making, and the importance of making responsible financial decisions. They identify the effects of peer pressure and develop skills to counteract those effects. Students also investigate the key aspects of family and group dynamics, thus enabling them to become better family members and citizens.

Yearbook I, II, III

Credit: 1

Grade: 9-12

Prerequisites: Application Process Only

Students will produce the school yearbook. Duties/assignments may include planning, writing, producing, selling, and distributing the yearbook. Students will also be responsible for working as part of the yearbook staff, creating thematic concepts, communicating with various school personnel and students, writing copy, shooting photos, designing pages, efficiently using computer desktop publishing programs, designing and selling ads, and meeting deadlines. Students will also be responsible for marketing and selling the publication. Objectives include management and production of the yearbook, using editorial judgment and journalistic integrity, as well as working within time constraints and budget limitations.

ACT/SAT Study Skills

Credit: .5

Grade: 9-11

College is expensive, and so is SAT/ACT prep! Studies show the best way to maximize your scores is consistent practice. You can prepare for your college entrance exams as part of your BHS class schedule!

This course is designed to help juniors and seniors develop test-taking strategies that will strengthen verbal and math skills needed for the SAT/ACT tests. Periodic practice tests will be given and analyzed to assess student progress. Students will spend an equivalent amount of time on the English/verbal/writing and Math portions of the exam receiving instruction and practice from teachers from the two content areas.

Dollars and Sense

Credit: .5

Grade: 11-12

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, short-term savings, budgeting, asset allocation, risk management, consumer awareness, retirement planning, estate planning, and various insurance options. In addition, students will explore a variety of resources that will aid them in making financially sound decisions.

Personal Financial Literacy**Credit: .5****Grade: 11-12****This course is a Social Studies elective**

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students will apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training.

BISD Adulting 101**Credit: .5****Grade: 11-12**

Adult 101' class teaches high school students real-world survival skills. Students work on completing college applications or prepare for the workforce by completing resumes and practicing soft skills needed for both college and workforce success. Class projects fall under one or more of four strands: career exploration, independent living skills, academic research, or service learning. At the heart of the program is the opportunity for students to discover their true passions, determine effective ways to follow their curiosity, enhance personal responsibility in real-world situations, and gain confidence by becoming successful, self-directed learners.

Peer Assistance and Leadership I-II (PALs)**Credit: 1****Grade: 11-12****Prerequisites: Application Process Only**

Peer Assistance and Leadership allows specially trained students to serve as role models and mentors for students in our district. PALs are trained in listening, communication, facilitation, problem solving, and decision making skills. In addition, PALs participate in various community service project. PALS candidates must successfully complete all steps in a screening process to be in the class.

The following * courses are all advanced academic electives that will have weighted GPA points. These courses are designed for students who participate in UIL academics.

*UIL Social Studies I, II, III, IV	Grade: 9-12	Current Issues & Events, Social Studies, Informative Speaking, Persuasive Speaking
*UIL Science I, II, III, IV	Grade: 9-12	Science
*UIL Technology Classes	Grade: 9-12	Computer Science, Robotics, Computer Applications
*UIL English I, II, III, IV	Grade: 9-12	Spelling & Vocabulary, Literary Criticism, Poetry Interpretation, Prose Interpretation, Journalism, Editorial Writing, Copy Editing, Feature Writing, Headline Writing, News Writing, Ready Writing
*UIL Math I, II, III, IV	Grade: 9-12	Calculator Application, Number Sense, Mathematics, Accounting
*Debate I, II, III, Oral Interpretation	Grade: 9-12	Congress, Cross-Examination Debate, Lincoln-Douglas Debate

BHS Career and Technical Education Course Descriptions

Programs of Study Business/Industry-Based Certifications Performance Acknowledgements

Applied Agricultural Engineering:	American Welding Society (AWS) - SENSE Level 1 Certification, D1.1 Structural Steel
Animal Science:	Veterinary Assistant, Certified
Automotive (Weatherford High School): (ASE) -	Entry-Level Automotive Service Excellence Maintenance and Light Repair
Business Management:	Microsoft Office Specialist (MOS) - Word, Excel & PowerPoint; Expert and Master
Cosmetology (Weatherford High School):	Cosmetology, Operator License Texas
Design and Multimedia Arts:	Adobe Certified Associate - Photoshop, Illustrator and Animate
Electrical:	National Center for Construction Education (NCCER) Core, Electrical 1 & 2
Healthcare Therapeutics:	Certified Clinical Medical Assistant;
Plant Science:	Texas Floral Design - Knowledge Base, Certification Level 1 & 2
Teaching and Training:	Pre-Professional Assessment Certification - Education Fundamental

Career Preparation

Career Preparation I, II

Credit: 3

Grade: 11-12

Career Preparation I & II is a capstone course for most pathways that provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of student's individual program of study.

Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

- Students must gain employment on their own and sustain employment throughout the course. Any unemployment time will be dealt with as stated in the grading policy.
- Students must have access to the internet to complete course work. If the student does not have internet access at home, they must arrange a daily time to use a computer at the school during school hours to complete the assignments.
- Students must remain in good academic standing in all courses in school.
- Students must provide proof of paid employment by submitting their pay stubs to the instructor.

Agricultural, Food, and Natural Resources

Principles of Agriculture, Food, & Natural Resources

TSDS PEIMS Code: 13000200 (PRINAFNR)

Credit: 1

Grade: 9

Prerequisite: None

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career research and exploration, Ag industry, leadership and personal skills, plant and soil science, animal science, introduction to carpentry and developing a supervised Ag experience.

Agricultural Mechanics & Metal Technologies

TSDS PEIMS Code: 13002200 (AGMECHMT)

Credit: 1

Grade: 10-12

Prerequisite: None

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Ag Structures Design and Fabrication/Lab

Credit: 2

Grade: 11-12

Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success in Welding II.

Ag Equipment Design and Fabrication

Credit: 2

Grade: 12

Prerequisites: Ag Structures Design and Fabrication

Additional Recommended Prerequisites: Algebra I or Geometry.

Builds on the knowledge and skills developed in Ag Structures Design and Fabrication. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Practicum in Applied Agricultural Engineering with AmeriFab

Credit: 2

Grade: 12

Prerequisite: Agricultural Structures Design and Fabrications/Lab Practicum

The extended practicum course is designed to give students supervised practical application in advanced welding concepts and skills. This practicum provides a unique experience that allows students the opportunity to participate in a learning environment that combines classroom instruction with real business and industry career experiences through AmeriFab. Students will gain academic and career preparation to pursue high demand and high skills.

Horticulture Science

Credit: 1

Grade: 10

Horticulture Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. Plant growth, propagation and identification processes will be studied to prepare for success in the industry. Hands-on experiences will occur in a greenhouse, garden area, and

other settings.

Floral Design I

Credit: 1

Grade: 11

Prerequisite: None

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. **This course satisfies the graduation requirement for Fine Arts.**

Advanced Floral Design

Credit: 1

Grade: 12

Advanced Floral Design is designed to allow students to further study the floriculture industry. Most of the time will be spent on lecture, projects, and floral events. Workplace skills will be taught along with keeping a record of proficiencies accomplished with the students' projects. Community service and participation in floral event experiences will be required to allow the student to experience the industry first hand

Small Animal Management

Credit: .5

Grade: 10-12

Prerequisite: None

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

Equine Science

Credit: .5

Grade: 10-12

Prerequisite: None

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

Livestock Production

Credit: 1

Grade: 11-12

Prerequisite: Small Animal & Equine Science

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Vet Medical Applications

Credit: 1

Grade: 12

Prerequisites: Livestock Production

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small Veterinary Practices. Veterinary Medical Applications is designed to introduce students to the basic concepts and skills related to the veterinary science industry, such as safety and sanitation, terminology, hospital management, and proper handling and restraining techniques. Live animals will be used in this class for skill development.

Advanced Animal Science

Credit: 1

Grade: 12

Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.

Recommended Prerequisite: Veterinary Medical Applications.

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. Note: This course satisfies a science credit requirement for students on the

College Animal Science, 1419

Credit: 1

Grade: 12

Prerequisite: 1 credit of an Agricultural course

This course is taught by BISD staff. Students are responsible for all books, fees, and tuition. Scientific animal agriculture. Importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of beef cattle, swine, sheep, goats, and horses.

Wildlife, Fisheries & Ecology Management

Credit: 1

Grade: 10-12

Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, hunting, boating and fishing regulations, as well as aquaculture resources with their ecological needs as it relates to current agricultural practices. This class can help students prepare for opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course also helps prepare students for the Energy and Natural Resource studies post-secondary.

Ag Leadership, Research, and Communications

Credit: 1

Grade: 10-12

Agricultural Leadership, Research and Communications will focus on challenging Agriculture, Food, and Natural Resources (AFNR) students to use higher level thinking skills, develop leadership abilities, employ standard research principles, and communicate agricultural positions effectively with all stakeholders.

Business, Marketing and Finance

Principles of Business, Marketing and Finance

Credit: 1

Grade: 9

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

Business Information Management I (BIM I) - Recommended for students who have not taken BIM I in 8th grade

Credit: 1

Grade: 9

Develops technology skills with applications to personal or business situations focusing on word processing, spread sheets, data bases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops intermediate-level skills.

Business Information Management II (BIM II)

Credit: 1

Grade: 10

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

Business Management

Credit: 1

Grade: 11-12

Introduction course where students gain knowledge and skills in economies and private enterprise systems, the

impact of global business, marketing of goods and services, advertising and product pricing. Students will learn the principles necessary to begin and operate a business. Business Management prepares students with knowledge of basic concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project management skills.

Practicum in Business Management

Credit: 1

Grade: 11-12

This is a "hands on" course. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and setting in business, marketing and finance. *BISD students in this course will be required to work in the BISD Spirit Shop.*

Programming and Software Development

Fundamentals of Computer Science

Credit: 1

Grade: 9

Fundamentals of Computer Science provides students with opportunities to create web pages, games, and robots. Students will identify task requirements, use computer science concepts to access, analyze and evaluate information needed to solve problems. Students will gain an understanding of the principles of robotics through the study of physics, automation and engineering design concepts.

Computer Science I

Credit: 1

Grade: 10

This is a beginner's level approach to computer science. Students who enroll in this class are not expected to have any prior knowledge of programming, web design or game design. Students will be taught structured programming concepts and the use of algorithms for problem solving. The object-oriented programming class uses the Java programming language to discuss basic concepts of programming. This course may fulfill the first credit of Foreign Language/Language other than English.

Computer Science II

Grade: 11

This course offers an emphasis on object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a second semester college-level course in Computer Science. This course may fulfill the second credit of Foreign Language/Language other than English.

Mobile App Development

Credit: 1

Grade: 11

In Mobile App Development, students will learn to make informed decisions and apply the decisions to the field of IT. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment. The student creates and modifies web and digital media designs. The student demonstrates and employs knowledge of Internet programming strategies to develop and maintain web applications. The student employs knowledge of web administration to develop and maintain web applications. The student evaluates a problem and creates a project management plan for meeting client requirements. The student creates and implements a web product using a project management plan.

Practicum in Science, Technology, Engineering, and Mathematics (STEM)

Credit: 2

Grade: 12

The STEM Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services such as physical science, social science, engineering, including laboratory and testing services, and research and development services. Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Embedded in this students will have opportunities to investigate simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response and learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will also study the application of science to the law and learn digital citizenship by researching current laws and regulations as well as practicing integrity and respect. Students will gain an understanding of computing and networking systems that transmit or store electronic data.

Design and Multimedia Arts

Digital Media

Credits: 1

Grade: 9

Prerequisite: None.

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

Graphic Design and Illustration I

Credit: 1

Grade: 10

Graphic Design and Illustration is a hands-on, lab-based class where students are introduced to various Graphic Design & Illustration applications. Students will study image editing, animation and graphic design, and digital color. Portfolio development is required.

Graphic Design and Illustration II

Credit: 1

Grade: 11

Graphic Design II will allow students to develop advanced knowledge and skills that build on what was learned in Graphic

Design I. Students will demonstrate the ability interpret, evaluate and make design decisions to produce innovative projects while following ethical decision making skills related to technology in art and design. Students will develop an electronic portfolio to document mastery of skills.

Practicum in Graphic Design

Credit: 2

Grade: 12

Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Careers in fashion span all aspects of the textile and apparel industries and digital design. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Education and Training: Teaching and Coaching

Principles of Education and Training

Credit: 1

Grade: 9

Ready, Set, Teach 1 covers a variety of topics including learning processes, education theory, classroom management, child development and lesson planning. Students will research careers and topics in education including teacher training, interview processes and ethics in the workplace. Students will experience field-based observations during this course with a highly-qualified cooperating teacher in local elementary schools. A portfolio that will serve as a resource for teaching will be completed throughout the year. There may be costs associated with taking this course.

Human Growth and Development

Credit: 1

Grade: 10

Human Growth and Development is an examination of human development across the life span focusing on common physical, cognitive, emotional, and social developmental milestones from conception through death. The course is generally taught as an introductory course in developmental psychology, human development, or education and training.

Instructional Practices in Education

Credit: 1

Grade: 11

This course covers a variety of topics including learning processes, education theory, classroom management, child development and lesson planning. Students will research topics in education including teacher training, interview processes and ethics in the workplace. Students will experience a field-based internship during this course with a highly-qualified cooperating teacher in local elementary or middle schools.

Practicum in Education and Training

Credit: 2

Grade: 12

This course is a field-based internship that provides students background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students will experience a field-based internship during this course with a highly qualified cooperating teacher in local elementary or middle schools. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

Health Science

Principles of Health Science

Credit: 1

Grade: 9

Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. Course content includes interpersonal relationships, anatomy and physiology, ethical/legal responsibilities, health care team concept, medical terminology, basic medical emergency practices, and investigation of various health service related careers.

Medical Terminology

Credit: 1

Grade: 10

Prerequisites: Biology and IPC or concurrent enrollment in Chemistry

Medical Terminology is a course that uses the human body as a guide to familiarize students with vocabulary concerning abbreviations, symbols, medical procedures and pathological conditions. Students will gain knowledge of medical terminology through the course of study by identifying word parts and the meanings of the words parts.

Medical Microbiology

Credit: 1

Grade: 11

Prerequisites: Medical Terminology, Principles of Health Science

This course is designed to explore medical based microbiology. Students will discover relationships between microbes and health maintenance as well as the role of microbes in infectious diseases.

Health Science Theory

Credit: 1

Grade: 11

Recommended Prerequisites: Medical Terminology Prerequisites: Principles of Health Science

Health Science Theory course will provide students the opportunity to develop advanced knowledge and skills related to a wide variety of health careers learned in Principles of Health Science. Students will learn through lab based settings and hands-on experiences. Skills will include taking vital signs, infection control techniques, and demonstrating proper body mechanics. There may be costs associated with taking this course. Safety certification

Anatomy and Physiology

Credit: 1

Grade: 11 - 12

Prerequisites: Biology and Chemistry

Anatomy and Physiology is designed for students interested in biological, medical, and health oriented programs. Students will study the structures and functions of the human body. The body's systems will be investigated as to the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. The topics will be presented through an integration of biology, chemistry, and physics. In this laboratory course, the students

Practicum in Health Science

Credit: 2

Grade: 12

Recommended Prerequisites: Medical Terminology Prerequisites: Health Science Theory, Student Enrollment Request

Practicum in Health Science is a course designed to give students practical application of previously studied knowledge and skills. Practicum provides a unique experience that allows students the opportunity to participate in a learning environment that combines classroom instruction with real business and industry career experiences in a professional medical setting. There is an emphasis on phlebotomy, CPR, vital signs, and nursing skills. This course requires two class periods. There is a cost associated with taking this course. Industry-Based Certification available.

Sports Medicine I

Credit: 1

Grade: 9

This course provides an opportunity for the study and application of the components of sports medicine including sports medicine, concepts of sports injury, athletic healthcare team, sports injury law, sports injury prevention, sports psychology, nutrition, recognition of injuries, emergency action plan and initial injury evaluation, first aid/CPR/AED, the injury process, immediate care of athletic injuries of specific body areas, skin conditions in sports, blood borne pathogens, thermal injuries, and special medical concerns of the adolescent athlete

Sports Medicine II

Credit: 1

Grade: 10

This course provides a more in-depth study and application of the components of sports medicine including: CPR and AED certification, rehabilitative techniques; therapeutic modalities; prevention, recognition, and care of injuries to the head and face, spine, upper extremity, lower extremity; taping and bandaging; injuries to the young athlete; substance abuse in sports; and general health concerns in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class time homework and time required working with athletes and athletic teams. Students must receive the approval of the Licensed Athletic Trainer supervising the athletic training students' staff. There may be other required prerequisites for this course such as a Sports Medicine I course and/or Licensed Athletic Trainer approval.

Sports Medicine III

Credit: 1

Grade: 11

The course will provide opportunities for advanced students in the sports medicine program to research, investigate, prepare, and present article reviews, case studies, research projects, visual poster presentations, and multimedia presentations on instructor-approved topics. The athletic training students will continue to perform the assigned duties and responsibilities in the operation of the athletic training room under the supervision of a licensed athletic trainer. These duties will prepare the students to apply the knowledge and skills acquired in the sports medicine course curriculum. The required duties will be a portion of the grade earned in the course.

Trainer Period

Credit: 1 **Local** **Grade: 12**

Note: Students must finish with Anatomy & Physiology in order to have the complete Sports Medicine pathway.

This course will provide a logical progression for students that have advanced through the sports medicine courses and provide them with an opportunity to apply the knowledge and skills they have gained to athletic injury recognition, evaluation, management, treatment, and rehabilitation through research investigations and applications related to sports medicine.

BHS Athletics and Physical Education

Physical Education (PE)

Credit: 1 **Grade: 9-12**

Students must earn 1 credit. One unit of P.E. is required of all students for graduation. However, no more than four units of P.E. may be counted toward total credits used for graduation.

Athletics

Credit: 1 **Grade: 9-12**

UIL Competitive Sports Information:

Within the Athletic Period:

- * Baseball
- * Basketball
- * Football
- * Track
- * Powerlifting
- * Softball
- * Volleyball
- * Golf

Outside the Athletic Period:

- * Golf
- * Tennis
- * Cheer
- * Flag Corp/Winterguard
- * Cross Country

UIL Eligibility

The following UIL standards are used to determine academic eligibility for the first six weeks for the school year.

- Grade 9 and below: Students must have been promoted from the previous grade.
- Grade 10: Five accumulated credits that count toward state graduation requirements.
- Grade 11: Ten accumulated credits that count toward state graduation requirements or student must have earned at least five credits within the last twelve months.
- Grade 12: Fifteen accumulated credits that count toward state graduation requirements, or student must have earned at least five credits within the last twelve months.

Clubs and Organizations

***Other opportunities available for students who are interested in participating in sports or clubs outside of this list (i.e., bass fishing, archery, rodeo). See the Counselor or Athletic Director for information on how we can support your endeavors.**