Barbers Hill High School

2025-2026

Academic Planning and Course Information

BARBERS HILL INDEPENDENT SCHOOL DISTRICT

Barbers Hill Independent School District

9600 Eagle Drive
Mont Belvieu, TX 77580
Phone (281) 576-2221

Our Mission

The Barbers Hill Independent School District provides instruction at the highest level of quality so that all students can learn to the best of their abilities and develop a positive self-concept, regardless of socioeconomic or cultural background.

The adopted goals and objectives are regarded as a commitment to strive for educational excellence and student achievement.

ALL STUDENTS will be provided opportunities to acquire a knowledge of citizenship and responsibility as well as an appreciation of our global relationships and common American heritage, including its multicultural richness.

ALL STUDENTS will be provided opportunities to develop the ability to think logically, independently, creatively, and to communicate effectively.

ALL STUDENTS will also be encouraged to cultivate an intrinsic motivation for independent discovery beyond the school setting.

Believing this, WE THE BOARD OF TRUSTEES, ADMINISTRATION, FACULTY, and STAFF of the BARBERS HILL INDEPENDENT SCHOOL DISTRICT will assume responsibility for

- maintaining accountability,
- providing continuous improvement,
- establishing lines of communication between the board of trustees, administration, faculty and staff of the district and parents, citizens, business leaders, industry leaders, civic organizations and officials of local governing bodies, concerning educational programs and processes,
- and where mutually feasible and agreeable establish cooperative efforts with these same segments of the community,
- to enhance the educational programs and processes within the BARBERS HILL INDEPENDENT SCHOOL DISTRICT.

Such a program promoted by a highly motivated board of trustees, administration, faculty and staff will create an environment of learning within which the students enrolled within Barbers Hill School District can prepare for the changes and the challenges of the future.

Barbers Hill Independent School District

9600 Eagle Drive
Mont Belvieu, TX 77580
Phone (281) 576-2221

BOARD OF TRUSTEES

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Stormy Thibodeaux, Coordinator of Mathematics
Elva Marroquin, Coordinator of Bilingual and ESL

BARBERS HILL HIGH SCHOOL

A Tradition of Excellence

Barbers Hill High School

P.O. Box 1108
Mont Belvieu, Texas 77580
281.576.2221

Lance Murphy, Principal

Alyssa Albus, Associate Principal
Kelly Brown, Academic Dean of Testing

Doug Anderson, Assistant Principal
Amy Cramer, Assistant Principal
Shelley Deakle, Assistant Principal
Ryan Rodriguez, Assistant Principal
Anthony Moore, Assistant Principal

Tiffany Guy, Counselor
Christina Peterson, Counselor
Meagan Piatkowski, Counselor
Annika Rodriguez, Counselor
Heather Workman, Counselor
Gena Kellam, College and Career Counselor

Jennifer Jones, Librarian
Kelly Barrera, Registrar
Katherine Soliz & LaRenda Mosley, Attendance
Colleen Goundry, Lead Nurse
Sandy Rogers and Alicia Gilbert, Nurses

Mission Statement

We empower, support and inspire our students to achieve academic success and to pursue excellence in every aspect of life.

School Song

Oh, when the Barbers Hill High School falls in line
We're gonna win that game another time
For the Barbers Hill High we love so well
For the Barbers Hill High we'll yell and yell and yell
And then we'll Fight, Fight, Fight for every score
We'll circle in and then we'll win some more
We're gonna roll those _____ on the sod, on the sod
Rah, Rah, Rah!
Those Barbers Hill boys are hard to beat
They're just a hundred per from head to feet
They've got the style, the smile, the winning way
And everywhere you go you'll recognize and say
There's a Barbers Hill boy I'm glad I know
He's got that good old football pep and go
And just to look at him he's sure to be, hard to beat
Barbers Hill football boys!

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ACADEMIC PLANNING AND COURSE INFORMATION

ACADEMIC PLANNING AND COURSE INFORMATION

GRADUATION REQUIREMENTS FOR ALL

COURSES

Students are required to complete specific coursework to satisfy graduation requirements.

CREDITS

Students must earn twenty-six (26) credits to graduate. Attendance and a course grade of 70 or higher determine credits earned for all courses.

STATE ASSESSMENTS—STAAR EOC

Students who entered the ninth grade in the 2011-2012 school year and thereafter must meet all testing requirements for the State of Texas Assessment of Academic Readiness (STAAR), also referred to as End of Course testing, in order to meet graduation requirements. These assessments are not specific to a grade level. Instead, they are aligned to the courses students take. There are five STAAR EOC tests that must be passed before the end of the senior year. They are: English I, English II, Algebra I, Biology, and U.S. History. TEA determines the passing standard for each assessment.

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

There will be three testing windows during the year in which a student may retake an EOC assessment—fall, spring, and summer.

TYPES OF CREDIT

STATE CREDIT

State credit is any course that the State of Texas (Texas Education Agency) recognizes as course credit toward graduation.

LOCAL CREDIT

Local credit is awarded to students taking courses that are locally approved but NOT recognized by the state and do NOT count toward graduation.

DUAL CREDIT

Students may earn high school credit and college hours by enrolling in concurrent courses at community colleges that have a partnership agreement with Barbers Hill ISD. Students must apply for admission and meet TSIA requirements to be eligible for high school and college credit.

Any student seeking dual credit must apply and submit a formal request through the counseling office. All dual credit requests must be reviewed by the Counselor and approved by the Principal. Failure to obtain prior approval will result in a denial of credit for classes taken.

Texas Success Initiative Assessment

The state of Texas requires all students to demonstrate college level readiness in reading, math, and writing before taking dual credit courses. Students may be exempt from this test with specified scores on the ACT or SAT Exams.

Texas Success Initiative Assessment 2.0 (TSIA2) Requirements for Dual Credit

Exam Type	Minimum Scores for Reading & Writing Classes	Minimum Scores for Reading, Writing and Math- Based Classes
ACT	English 19 Composite 23	English 19 Math 19 Composite 23
SAT	EBRW 480	EBRW 480 Math 530
TSIA2 Assessment	ELAR (Reading and Writing) – College Ready Classification 945 + 5 on Essay	Math- College Ready Classification (CRC) 950

ADVANCED PLACEMENT TESTING

Students enrolled in Advanced Placement (AP) classes earn high school credit and will be expected to take the approved College Board exams for college credit and/or placement. College credits awarded are determined by a student's performance and the criteria established by individual colleges and universities.

HB 1992: College Credit for AP Exam Scores of 3 or Higher

July 22, 2015 - In June, House Bill (HB) 1992, was signed into law. This law requires all public colleges and universities in Texas to award course credit to students who submit scores of 3 or higher on an advanced placement (AP) exam. The law will affect students entering college as freshmen in fall 2016.

TRANSFER OF CREDITS

Barbers Hill ISD recognizes and accepts credits from accredited public and private high schools only. Incoming transcripts will be evaluated by a counselor for accuracy in awarding credit and proper placement in classes.

***CREDIT BY EXAMINATION*—If a Student Has Taken the Course ***

A student who has previously taken a course—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. Any student seeking this option must apply and submit a formal request through the counseling office. All Credit by Examination requests must be reviewed by the Counselor and approved by the Principal. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject. These courses will appear on the transcript but will not be included in GPA calculations.

***CREDIT BY EXAMINATION*—If a Student Has Not Taken the Course ***

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. A student will earn course credit with a passing score of at least 80 on the exam. Any student seeking this option must apply and submit a formal request through the counseling office. All Credit by Exam requests must be reviewed by the Counselor and approved by the Principal. If approval is granted, the student must score at least 80 on the exam to receive credit for the course or subject. Note: If the student passes a Credit by Examination for acceleration, the course(s) will appear on the transcript but will not be included in the GPA calculations. There are two options in which students may choose to take Credit by Examinations:

Note: Credit by Examination for acceleration is not available for the five end-of-course subjects.

District-Wide testing:

Examinations are administered during the school year. Students must contact their counselor to register and/or obtain more information regarding credit by examination for acceleration. Dates are listed on the district website.

Individual testing:

Students may have the opportunity throughout the year to take a Credit by Examination at their own expense. Any student seeking this option must apply and submit a formal request through the counseling office. All Credit by Exam requests must be reviewed by the Counselor and approved by the Principal. Students who choose the individual testing option will test independently.

***All Credit by Exam options must be approved, completed and accepted prior to the student's final graduating semester.**

DISTANCE LEARNING
Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies.

If the student passes a distance learning course, the course(s) will appear on the transcript but will not be included in the GPA calculations.

Some sources of distance learning may not meet academic standards and consequently may not be recognized by BHISD. Therefore, all distance learning must be approved by a high school counselor and principal.

***All distance learning options must be approved, completed and accepted prior to the student's final graduating semester. This includes CBE, Dual Credit Courses Off-Campus, and Correspondence Courses.**

GRADE CLASSIFICATION

Grade classification is established at the beginning of the fall semester and is based on the total number of credits that a student has earned. Grade classification may be revised at semester at the discretion of the Principal.

CREDITS EARNED	GRADE	CLASS
0.0 - 5.5	09	Freshman
6.0 - 12.5	10	Sophomore
13.0 - 18.5	11	Junior
19.0 or more	12	Senior

GRADUATION REQUIREMENTS

For Students who Enter Ninth Grade DURING the 2014-2015 School Year and Thereafter

SUBJECT	Credits Required for Distinguished Achievement Diploma*
English *English I, II, III, Year 4 Option*	4.0
Mathematics *Algebra I, Geometry, Algebra II, Year 4 Option*	4.0
Science *Biology; IPC, Chemistry, or Physics; Year 3 & 4 Options*	4.0
Social Studies *World Geography or World History, U.S. History, Government, Economics*	3.0
Physical Education	1.0
Electives	5.0
Endorsement Electives	2.0
LOTE (Languages Other than English) *Credits must be of the same language.*	2.0
Fine Arts	1.0
TOTAL CREDITS	**26.0**

BHISD Board Approved

ENDORSEMENTS

Students must declare an endorsement during the spring of their eighth-grade year in order to prepare a four-year high school plan. The five endorsements are:

S.T.E.M. Science, Technology, Engineering, Math	BUSINESS & INDUSTRY	ARTS & HUMANITIES	PUBLIC SERVICES	MULTI-DISCIPLINARY
Math Option	English Option	English Option	CTE Option	4 x 4 Academic Option
Science Option	CTE Option	Social Studies Option		Advanced Course Option
CTE Option	Combination Option	LOTE Option		College Level Course Option
Combination Option		Fine Arts Option		

Students earn an endorsement by completing four credits each in both math and science, two additional elective credits, and the curriculum requirements for the endorsement.

PERFORMANCE ACKNOWLEDGEMENTS

In addition to the Distinguished Achievement Diploma, students can earn special recognition through Performance Acknowledgements. These acknowledgements are determined by a student's performance in the following areas:

AP Exams

- A score of 3 or above on a College Board advanced placement examination

PSAT®, SAT®, and ACT® Exams

- Earn a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQTÂ®) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation or as an awardee of the National Recognition Programs of the College Board;
- Earn a composite score of 442 on the ACT Aspire™ examination
- Earn a composite score of 29 on the ACT PreACT® examination
- Earn a total score of at least 1350 on the SAT®
- Earn a composite score on the ACT® examination of 29 (excluding the writing sub-score)

Dual Credit Courses

- 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 the equivalent of 3.0 or higher on a scale of 4.0, **or**
- An associate degree while in high school

Bilingual and Biliteracy—in accordance with district grading policy in two or more languages

- Complete all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; **and**
- Satisfy one of the following:
  - Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - Demonstrated proficiency in the TEKS for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale on 100; or
  - Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
  - Demonstrated proficiency in one or more languages other than English through the following methods:
    - A score of 3 or higher on a College Board AP exams for a language other than English; or
    - A score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or
    - Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent

In addition, an English Language Learner must also have:

- Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; **and**
- Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

Business or Industry Certification or License

- Perform on an examination or series of examinations sufficiently to obtain a national or internationally recognized business or industry certification, **or**
- Perform on an examination sufficiently to obtain a government-required credential to practice a profession

Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by a national or international business, industry, or professional organization; a state agency or other government entity; or a state-based industry association.

Certifications or licensures for performance acknowledgements shall be age appropriate for high school students; represent a student's substantial course of study and/or end-of-program knowledge and skills; include an industry recognized examination, or series of examinations, 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.

All Performance Acknowledgements will be denoted on a student's transcript.

FOREIGN EXCHANGE POLICY

FOREIGN EXCHANGE POLICY

A student attending the District schools as a foreign exchange student shall abide by all rules, policies,

The Barbers Hill ISD foreign exchange program provides students from other countries the opportunity to learn about the history of the United States, the working of our government, and to become more fluent in both the written and spoken English language. Students are encouraged to take an active part in the academic experience and to explore the social and cultural opportunities in BHISD.

The District has applied for a waiver from the Texas Education Agency to limit the number of foreign exchange students at Barbers Hill High School to a maximum of five (5) students per year. Participation is on a first-come/first-serve basis after all the requirements have been met. Waiting lists will not be maintained to hold an agency's or student's request for enrollment.

Sponsoring/Foreign exchange organizations need to keep in mind that a student who has completed the equivalent of his/her home country's high school education, received a diploma or a certificate of graduation, or is considered eligible for college or university placement, is not eligible for the foreign exchange program in Barbers Hill ISD. Falsification of a student record in this regard will result in immediate withdrawal of the student.

The following guidelines have been developed to assist foreign exchange organizations, the foreign exchange students, and the host family in understanding the requirements for application, acceptance, and participation in this program:

1. All sponsoring/foreign exchange organizations shall meet the requirements of the Council on Standards for International Educational Travel.
2. Any cost for student records required by the sponsoring/foreign exchange organization or home country is the responsibility of the foreign exchange student.
3. Foreign exchange students are accepted for one full instructional calendar year only. No foreign exchange student will be accepted for a single semester.
4. The host family must reside in the Barbers Hill ISD attendance zone. Falsification of a student record is a felony in the state of Texas. Any falsified documents will result in the foreign exchange student being withdrawn immediately from Barbers Hill ISD.
5. The foreign exchange organization is responsible for providing a copy of the student's high school transcript. The transcript must be in English. The foreign exchange student's transcript will be evaluated prior to registering in BHISD to determine courses. The transcript will not be transcribed to reflect courses taken outside of BHISD.
6. The foreign exchange student is responsible for providing the month/date/year of all immunizations. Immunization records must be in English.
7. The approved host family is responsible for enrolling the student. A representative from a foreign exchange organization may not enroll the student.
8. The foreign exchange student must be enrolled in at least six (6) periods – four of which must be academic classes in order to be considered a full-time student in Barbers Hill ISD.
9. Foreign exchange students will be classified as an 11th grade student.
10. Foreign exchange students will not be included in the high school's class ranking or graduation.
11. Foreign exchange students are subject to Barbers Hill ISD attendance and discipline policies and are expected to participate fully in their classes.
12. Foreign exchange students will be at a distinct disadvantage if they do not have adequate skills in written and spoken English.
13. Foreign exchange students are not eligible to receive free or reduced meals as part of the foreign exchange program.
14. Coaches and sponsors of extracurricular activities will be responsible for obtaining and evaluating proper credentials to determine a foreign exchange student's eligibility for participation in a UIL activity for which the student expresses interest.
15. If a foreign exchange student is returned to his/her home country or is moved to another district after acceptance into Barbers Hill ISD, the foreign exchange organization will not be allowed to replace the student who has been withdrawn.

Students Holding F-1 Student Visas

Enrolling students with F-1 visas is optional for districts. To enroll students, a district must meet all requirements of the Student and Exchange Visitor Program. Barbers Hill ISD does not hold SEVP Certification and does not enroll students on F-1 visas.

NCAA ELIGIBILITY

NCAA INFORMATION FOR THE COLLEGE-BOUND ATHLETE:

If your child is planning on playing a college sport, they will need to refer to the NCAA Guide for the College-Bound Student Athlete that can be found at: http://www.ncaapublications.com. Students will need to follow these courses and guidelines starting as early as their freshman year to make sure they are prepared with the high school courses they need to be eligible.

Notes:

- **Edgenuity courses are not accepted by NCAA**

- **Computer Science** courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA approved core courses.

CLASS RANK, GRADE POINT AVERAGE, AND GRADING SCALES

CLASS RANK

Class rank shall be defined as a numerical place of academic standing within a class.

GRADE POINT AVERAGE

- Is determined by dividing the total grade points by the number of semester courses.
- Only courses listed in the student's daily schedule will be counted for GPA purposes. Summer school courses, correspondence courses, Credit by Exam and on-line courses will count for credit but not calculated for GPA.
- Grades from high school courses brought forward from middle school do not count in high school GPA.

The grade point average (GPA) is calculated using the semester averages from 9, 10, 11, and fall semester and the end of the fifth six weeks for grade 12 for the purposes of senior class ranking and awarding of graduation honors. Dual credit courses taught by a Lee College professor may be excluded from the GPA calculations for final senior class ranking and awarding of gradation honors. Please note that grades for the sixth six weeks and final exam(s) will continue to be calculated for ALL students' final transcripts including graduating seniors.

Grade Level	GPA Calculation Includes the Following Grades:	GPA/Ranking will be Available:
9	Fall and Spring of 9th Grade year	Summer following Freshman year
10	9th Grade and 10th Grade	Summer following Sophomore year
11	9th Grade, 10th Grade, and Fall of 11th Grade	After Spring Break of Junior Year
11	9th Grade, 10th Grade, and 11th Grade	Summer following Junior Year
12	9th Grade, 10th Grade, 11th Grade, and Fall of 12th Grade	January of Senior Year
12 (Final Rank)	9th Grade, 10th Grade, 11th Grade, Fall of 12th Grade, and 4th and 5th Grading Periods of 12th Grade Year	Mid-May of Senior Year

EXCLUSIONS

Excluded from the calculation of GPA are summer school classes, evening/night classes, high school courses taken prior to grade 9, correspondence classes, credit by examination, home school courses, courses with pass/fail status, and any class taken outside of the regular school day (unless noted on the student's daily high school schedule).

TRANSFER CREDIT

Grades transferred from other schools shall be credited in conformity with the course descriptions and weights as established in the District's weighted grade point scale.

GPA Waivers

Beginning with students who entered high school in August 2023, a GPA Waiver for any year-long, one-credit elective course that does not count as a content course in the areas of English, LOTE, Math, Science, and Social Studies may be pursued. GPA waivers can only be requested on courses that are classified on the 4.0 Grade Point Scale. This option allows students who maintain a passing grade each six weeks in a qualifying elective class to request that it be converted to credit only with no grade points calculated. Waivers will only be accepted during the current school year of the student's 11th and/or 12th grade year. Advanced academic courses are not included.

VALEDICTORIAN AND SALUTATORIAN

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rankings as determined by the District's class ranking procedure. To be eligible for valedictorian or salutatorian honors, a student must have been continuously enrolled in the District high school for the four semesters preceding graduation and must have completed either the Recommended or the Advanced/Distinguished Achievement Program. The semester in which the student graduates shall be considered as one of the four required semesters. [See policy EIC (LOCAL)]

BREAKING A TIE

In the case of a tie (calculated to the fifth decimal place) for valedictorian, there shall be co-valedictorians and no salutatorian. Academic core courses (English, math, science, and social studies) shall determine the highest ranking student for scholarship purposes only. [See policy EIC (LOCAL)]

HONOR GRADUATES

Students ranked in the top ten percent of each graduating class shall be recognized as honor graduates in the following manner:

Top Two Percent	Summa Cum Laude
Next Three Percent	Magna Cum Laude
Next Five Percent	Cum Laude

The four semester residency requirement for valedictorian and salutatorian shall not be applicable in the placement of honor graduates.

In the event of a tie in GPA among students considered for placement in the top ten percent, the final designation shall be determined by the same criteria as established for the valedictorian and salutatorian.

Please note that students who entered ninth grade DURING the 2014-2015 school year and thereafter are required to successfully complete Algebra II as a requirement for eligibility in top ten percent automatic admission to Texas colleges and universities.

EARLY GRADUATION

Any student seeking early graduation must apply with his/her counselor for an audit of coursework completed. In addition, courses still required for the student's individual graduation plan will be considered to determine eligibility. Those eligible to graduate early must satisfy all graduation requirements of the state, including course credits and state assessments. Three-year graduates will be classified as twelfth graders at the end of the fifth six weeks of their graduation year.

A student who completes graduation requirements in fewer than four years shall be ranked in the class with which the student actually graduates. Early graduates shall be eligible for placement in the top ten percent of their graduating class, but shall not be eligible for valedictorian or salutatorian honors.

Students graduating at any time other than the end of the school year may be awarded a diploma at the time that all graduation requirements have been met.

Any student who plans to graduate in less than four years must comply with all policies and procedures outlined in this planning guide.

Note: **All distance learning options must be approved, completed and accepted prior to the student's final graduating semester. This includes CBE, Dual Credit Courses Off-Campus, and Correspondence Courses.**

Texas First Early High School Completion Program allows public high school students who demonstrate early readiness for college to graduate early from high school. The purpose of this program is to promote efficiency in the state public education system and incentivize the enrollment of high performing students at eligible institutions within the state of Texas. For additional information, including eligibility, please see the TEA website.

GRADUATION FOR STUDENTS WITH DISABILITIES

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individual educational plan or IEP.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. If the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See policy FMH(LEGAL).]

GRADUATION PARTICIPATION

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will not be allowed to participate in graduation activities. The final awarding of a diploma is contingent upon the student's completion of all applicable requirements for graduation. Graduation participation for students enrolled in an alternative setting will be determined on a case-by-case basis. The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

WEIGHTED GRADE POINT SCALE

The following weighted grade point scale shall apply to students who ENTERED grade 9 in the 2012 2013 school year and thereafter.				
GRADE	**ADVANCED PLACEMENT (AP) and UT OnRamps**	**DUAL CREDIT**	**HONORS**	**ON LEVEL**
100	6.0	5.5	5.0	4.0
99	5.9	5.4	4.9	3.9
98	5.8	5.3	4.8	3.8
97	5.7	5.2	4.7	3.7
96	5.6	5.1	4.6	3.6
95	5.5	5.0	4.5	3.5
94	5.4	4.9	4.4	3.4
93	5.3	4.8	4.3	3.3
92	5.2	4.7	4.2	3.2
91	5.1	4.6	4.1	3.1
90	5.0	4.5	4.0	3.0
89	4.9	4.4	3.9	2.9
88	4.8	4.3	3.8	2.8
87	4.7	4.2	3.7	2.7
86	4.6	4.1	3.6	2.6
85	4.5	4.0	3.5	2.5
84	4.4	3.9	3.4	2.4
83	4.3	3.8	3.3	2.3
82	4.2	3.7	3.2	2.2
81	4.1	3.6	3.1	2.1
80	4.0	3.5	3.0	2.0
79	3.9	3.4	2.9	1.9
78	3.8	3.3	2.8	1.8
77	3.7	3.2	2.7	1.7
76	3.6	3.1	2.6	1.6
75	3.5	3.0	2.5	1.5
74	3.4	2.9	2.4	1.4
73	3.3	2.8	2.3	1.3
72	3.2	2.7	2.2	1.2
71	3.1	2.6	2.1	1.1
70	3.0	2.5	2.0	1.0
69*	2.9	2.4	1.9	0.9
68*	2.8	2.3	1.8	0.8
67*	2.7	2.2	1.7	0.7
66*	2.6	2.1	1.6	0.6
65*	2.5	2.0	1.5	0.5
64*	2.4	1.9	1.4	0.4
63*	2.3	1.8	1.3	0.3
62*	2.2	1.7	1.2	0.2
61*	2.1	1.6	1.1	0.1
60*	2.0	1.5	1.0	0.0

**Grade points below 70 are used only for the purpose of averaging semesters, if needed.*

GRADING GUIDELINES, MAKEUP WORK, PROGRESS REPORTS, REPORT CARDS, AND SEMESTER EXAMS

GRADING GUIDELINES

The BHISD Grading Belief Statements:

- All students can and will learn
- Learning is a process
- We provide our students with equity and access to a quality education with a guaranteed and viable standards-based curriculum for every course of study
- We offer effective and consistent delivery of meaningful instruction
- We develop fair and accurate assessments – all tightly aligned to one another
- Measurement of student performance (grades) is the result of the curriculum, instruction, and assessment process
- Grades reflect mastery of a standards-based curriculum
- Grades provide all stakeholders with meaningful and timely feedback on student learning, document academic progress, and inform instructional decisions to support student achievement

Grading Guidelines for Secondary Grades

- Numerical grades on a scale of 1-100 will be used for all courses.
    - Grade equivalents:
        - 100-90: A
        - 89-80: B
        - 79-70: C
        - Below 70: Failing
- Grade Weighting will be 60% for Major Grades and 40% for Minor Grades
- A minimum of 2 major grades and 6 minor grades are required for each 6-week grading period
- Semester exams must be given at the end of each semester. No student is to be exempted from semester exams apart from district policy
- Semester grades are determined by assigning a weight of 86% for report card grades and 14% for the semester exam grade
- To receive semester credit toward graduation in any subject, a semester average of 70 or above must be earned. During any one school year, one semester grade in a full year course can be averaged with the other semester. If the year's average equals 70 or higher, full course credit will be granted. If the year's average falls below 70, the failed semester must be repeated to earn credit for that semester.

- All reporting period grades, semester exam grades, and semester grades reflect actual student averages on the report card and permanent record.

- Major grades below 70% will automatically qualify for reteaching and retakes.
    - Major grades that consist of a series of assessed stages are not eligible
    - Semester/Final Exams are not eligible

- Arrangements to complete an incomplete grade at the end of a grading period must be made within a minimum time period as prescribed by the teacher, not to exceed one week unless principal approval is granted. After this time period, a failing grade will be recorded for the work not completed.

- If a student receives a grade lower than a 50 for any grading period, the teacher should be prepared to provide documentation that reasonable opportunity was provided for the student to make-up or redo failing assignments. Some examples of documentation may include: retesting schedule, tutorial schedule, communication with student, and communication with parent.

- Students and/or parents are encouraged to schedule a conference with a teacher to discuss grades and/or grading policy.

MAKEUP WORK

For any class missed due to absence from school, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

Two days are allowed per each day absent for makeup work and tests unless extenuating circumstances exist. If the student does not complete the work assigned after the allotted number of days as passed, the late work guidelines come into effect.

A long—term project or assignment, those taking a minimum of 10 school days to complete, must be turned in the day the student returns to class.

A student involved in an extracurricular activity is encouraged to notify his or her teachers ahead of time about any absences. Students who have the privilege of taking part in a school activity or trip during the school day will submit work due the day they were absent upon their return and/or will be responsible for any work assigned on the day of absence in accordance with the makeup work guidelines. The BHISD Makeup Work Guidelines do not supersede UIL eligibility requirements.

Assignments are progressive in nature and build on previous assignments, therefore, it is important to emphasize the positive impact of punctuality. Additionally, in order to provide timely feedback, work should be turned in when it is due. A teacher **may** impose **maximum** grade penalties for each day late up to the second day: one day - 20 points, two days - 40 points.

Work assigned from the first half of the grading period is due by the end of the progress report grading period. Work assigned after the progress report is due by the end of the grading period.

ACADEMIC DISHONESTY / CHEATING / PLAGIARISM

Engaging in academic dishonesty, which includes cheating, plagiarism, unauthorized communication and unauthorized use of electronic devices (websites and artificial intelligence included) by or between students, is not acceptable. The determination that a student has engaged in academic dishonesty will be based on the judgement of the teacher, taking into consideration written materials, observations, or information from students. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well as academic penalties.

PROGRESS REPORTS

Following the first three weeks of a grading period, students will receive a progress report that includes the current averages for all their classes. Progress reports will be available to families in the Skyward Family Access Portal.

REPORT CARDS

Report cards with each student's grades and absences for each class are issued to parents within Skyward at the end of every grading period for a total of six during the year.

State law and district policy provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading guidelines.

Questions about grade calculation should first be discussed with the teacher. If the question is not answered or the issue is not resolved, the student or parent may request a conference with the Associate Principal.

SEMESTER EXAMS

Semester exams will be administered according to the schedule established by the Principal. Notice and announcement of the exam schedule will be available to teachers and students. No student will take an exam early unless he/she has extenuating circumstances that the Principal has determined allowable for an exception.

EXAM EXEMPTIONS

As an incentive to improve attendance and encourage students to maintain high marks and good behavior, Barbers Hill High School allows for an exemption policy. Since this is an incentive policy, no appeals to this policy will be considered. Exemptions will be declared no earlier than the week prior to the start of exams. The teacher's attendance record will be the official record in declaring exemptions.

Freshmen and sophomores may exempt three (3) course exams each semester. Juniors and seniors may exempt four (4) course exams each semester. Students may earn an additional Bonus Exemption if they receive perfect attendance during the official reporting period for each semester.

Students **may not** exempt the final exam in a STAAR tested course during the fall semester. For seniors, fall semester exam exemptions in core academic classes are contingent upon student's passing of the appropriate state assessments. Students may exempt the final exam both semesters for the same course.

The student must meet the following criteria to be exempt:

- Semester Exemptions in core academic classes are contingent upon student passing the appropriate STAAR test the previous year.
- The student has an **85 average** or higher in the course. **Note**: In the spring semester, students can waive the 85 average of a class by taking the AP test for that course.
- The student has **no more than three absences**. Absences are counted **up to the day the exam is given**. School Business does not count as an absence.
- The student has no more than three days of In School Suspension (ISS).
- The student has no DAEP assignments or Out of School Suspensions during the current semester.
- The student has **no unpaid fines**. All fines can be accessed in the Fee Management section of Skyward Family Access.
    - Fall fines may include: cell phones, ID badges, technology, parking, extracurricular, library
- The student must request an exemption with the appropriate teacher by the deadline or will forfeit all exemptions. Exempted exams cannot be changed; however, exemptions can be cancelled if there is a change in eligibility.

EXCUSED ABSENCES DURING FINAL EXAMS

Any student who misses a final exam due to an absence that meets the criteria for an excused absence shall be given the opportunity to make up the exam if:

- The absence that meets criteria was reported to the Associate Principal **BEFORE** the designated time of the exam,
  AND
- The student brings a note to the attendance office that gives the reason for the absence, meets accepted criteria and is signed and dated by the parent.

Please note that a zero (0) will be entered for any final exam that was missed until that exam has been approved to be made up. If communication is not received at or before the designated time of the exam, the zero (0) will remain.

MAKEUP EXAMS

Students eligible to make up a final exam must do so on a day and time designated by the principal. Once a student has taken the missed exam, the exam has been scored, and the grade has been entered into the system, an updated report card will be available in Skyward.

NO SHOWS FOR FINAL EXAMS

Any student who does not attend a final exam during the scheduled time of the exam will be considered a "no show" and will receive a zero (0) as the grade for that exam. The student will also forfeit his or her eligibility for any exemptions the following semester.

TUTORIALS, SUMMER SCHOOL, PROMOTION AND RETENTION

TUTORIALS

Tutorials are offered in every subject each school day. Students who are failing, in danger of failing, or need extra help are expected to attend. Tutorial sessions are held on Monday through Friday from 6:50 a.m. - 7:15 a.m. as well as several days after school during the week. Students may be required to go to tutorials upon teacher request. Failure to go to tutorials upon request by a teacher may result in disciplinary action.

SUMMER SCHOOL

Students who need to regain credit have the opportunity to do so during the district's summer school program. Students in danger of failing a class for the year will be notified by their counselor.

COURSE CREDIT

A student in grades 9–12 will earn credit for a course only if the final grade is 70 or above and the state attendance requirement (90%) has been met. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged to determine a final grade. In the event that the final grade averages less than a 70, the student will be required to retake the semester he or she failed.

Note: The NCAA Clearinghouse does not recognize credit for any semester in which the grade is not 70 or above. Therefore, implementation of this averaging method to award credit for both semesters when one semester grade is below 70 could have a negative impact on future admission or scholarship opportunities to NCAA schools. It is recommended that students consult with their counselor to determine if it would be in their best interest to retake a semester in which the grade is less than 70 rather than average the semester grades to receive one full credit.

PROMOTION AND RETENTION

In grades 9-12, promotion to the next grade level is based on the number of credits earned. For more information, see Grade Classification on Page 11.

ACADEMIC COUNSELING AND COLLEGE PLANNING

ACADEMIC COUNSELING

Students and their parents are encouraged to talk with a school counselor to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 9-12 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and career opportunities.

CLASS SCHEDULING

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. All students will go through the registration process during the spring semester of each year.

Seniors must be enrolled a minimum of six consecutive periods. Students will not be allowed an Off Period if they have not met College, Career and Military Readiness criteria. UIL participants have the responsibility of meeting UIL requirements.

Students on an abbreviated schedule must leave campus immediately at the end of their last class period.

SCHEDULE CHANGES

Any schedule change requests must be submitted to the counselors by the Spring deadline. After that date, students will begin the fall semester as scheduled. Summer school grades and schedule conflicts may necessitate a change to a student's schedule as well.

Students enrolled in an Advanced Academics (Honors, Dual Credit, UT OnRamps, and Advanced Placement) class who wish to drop to the on level equivalent of that same class must remain in the advanced class and follow the procedures of the "Advanced Academic Drop" form. Students must submit the completed form to the counselor for approval by the deadline. Dual Credit drop dates will follow the Lee College drop schedule.

Students enrolled in an Advanced Academics class who wish to drop the class where there is **NO** on level equivalent must submit a schedule change request to the counselor within the first three weeks of the school year for approval. Students may also make the same request at the end of the fall semester.

NEW STUDENT ENROLLMENT

New students will be scheduled during the month of August. New students will need proof of residency prior to enrollment. Legal documentation is required for any student not living with a parent.

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Distinguished Achievement Program; or
- Satisfies the SAT or ACT College Readiness Benchmark, and
- Submits a completed application for admission in accordance with the deadline established by the college or university.

(The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2020 term, the University will be admitting the top 6 percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.)

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

For students entering ninth grade during the 2014-2015 school year and thereafter, successful completion of Algebra II is now a requirement to be eligible for the top 10% automatic admission into a Texas college or university.

Students and parents should contact the counselor for further information about automatic admissions, the application process, and deadlines.

COLLEGE VISITATION

Students are allowed college visitation days during their junior and senior years. The district may not excuse more than two days during the student's junior year and two days during the student's senior year for this purpose. These days are to be used for the purpose of determining the student's interest in attending the institution of higher education. [See policy FEA (Legal) for more information].

To qualify for an excused absence(s), a student must follow the procedure below:

- The student must obtain permission and a college day form from the College & Career office at least three days prior to the visit.
- The student is responsible for all work missed and is also responsible for meeting with teachers before the planned absence to discuss any work that will be missed.
- The student must have the college day form signed by the college or university. ***If this form is not shown when returning to school the following day, the absence will be unexcused and will count toward exam exemption policy.***
- A follow-up visit day may be allowed to the same school in the event that the institution notifies the individual that a second visit is necessary. This visit must be documented and the letter must be presented when the request is made. Additional visits must be approved by the principal.
- To be allowed to take a college visitation day, the student's attendance record must be in compliance with state law and requirements.
- **Visits to Lee College/San Jacinto College are restricted to appointment only status.**
- No college visitations days will be issued the Friday preceding or the Monday following the Prom.
- Students being recruited by universities/colleges may be granted additional days (and prior to senior year) with prior principal approval.
- College visitation days cannot be taken the last two weeks of each semester.

SAT / ACT

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The ACT or SAT may be available at no cost to students. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselor for details.

College Prep Testing		
Test	**Test Date**	**Students**
PSAT	**Fall Semester**	**Grade 10 Students**
SAT	**Spring Semester**	**Grade 11 Students**

STATE SCHOLARSHIPS AND GRANTS

Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Contact the counselor for information about other scholarships and grants available to students.

TRANSCRIPTS

Transcripts are available upon request through the registrar's office. Fees will be applied in the following manner: **$1.00 per copy per pick-up, and $2.00 per copy if mailed.** Requests must be made in person with a completed request form, and payment is required at the time of the request. There is a 24-hour waiting period for the process of the transcript request. https://www.parchment.com/u/auth/login

Honors and Advanced Placement Programs

Benefits of Honors Coursework

- Through increased rigor, Honors courses can help students acquire the skills and habits needed to be successful in high school and college. Through these courses, students will improve writing skills, time management skills, study habits and sharpen problem-solving abilities.
- An Honors classroom is different—in the teacher's approach to the subject, student attitudes, and ways of thinking. In the Honors classroom, the priority lies in intense discussions, rigorous learning with real-world applications, and clear and persuasive writing. Classroom activities are designed to engage students in problem-solving, academic discourse and critical analysis.

Considerations for Honors Coursework

- The ability to prioritize time and interests
- A positive attitude toward challenging coursework
- A strong work ethic
- Encouragement of teacher input
- Independent study habits
- Performance on state assessments

Equity and Access to Honors and AP Courses

BHISD has a genuine commitment to preparing ALL students for challenging academic work. Honors and AP courses have open enrollment, and students are encouraged to reap the benefits of rigorous coursework. CollegeBoard research clearly shows that students who participate in challenging coursework, including Honors and AP courses, have considerably higher success in college.

Advanced Placement Courses

The AP Program gives you a chance to experience college-level classes in high school and opens the door to earning college credit before you ever set foot on campus. You will get to dig deeper into subjects you love while building the skills and confidence you need to succeed in college.

BHHS offers the AP courses listed below, each of which culminates in an exam in May. If you score a 3 or higher (on a scale of 1-5), you could earn college credit, skip intro-level courses, or both at thousands of U.S. colleges and universities. Earning credit in high school means paying for fewer credits in college. It also opens up your schedule, allowing you to take more electives, pursue a second major, or study abroad.

Regardless of your AP Exam score, taking AP courses can have a positive impact on your college applications. Admissions officers know college faculty play a big role in developing AP courses, so they know students who took AP pushed themselves to take challenging, college-level courses. This is something colleges like to see.

Enrollment in Advanced Placement courses should be based on a combination of ability, interest, and a desire to intellectually challenge oneself, since the curriculum requires more advanced and intensive work. Students may enroll in Advanced Placement courses in any subject in which they are offered.

Barbers Hill High School Advanced Placement Course Offerings

AP English Language and Composition AP English Literature	AP Spanish Language
AP Statistics AP Calculus AB AP Calculus BC	AP Studio Art- Drawing AP Studio Art- 2D AP Studio Art- 3D
AP Seminar AP Research	AP Computer Science Principles AP Computer Science A
AP Human Geography AP World History AP US History AP Government and Politics: United States AP European History AP Macroeconomics AP Psychology	AP Biology AP Chemistry AP Environmental Science AP Physics I AP Physics C - Mechanics

Dual Enrollment: University of Texas OnRamps

The University of Texas at Austin OnRamps

UT OnRamps courses are dual-enrollment courses. This means that a student has the opportunity to earn both high school and college credit by taking a college level course. Barbers Hill High School teachers who have received professional development from UT in specific course curriculum teach OnRamps courses. These courses take place on the High School campus. OnRamps college credit is part of the Texas Core Curriculum, and is accepted at all public colleges and universities in Texas, and beyond. For more information, please visit the UT OnRamps website at: https://onramps.utexas.edu/

How is OnRamps different from Lee College Dual Credit?

- Students do not need to show college readiness through the TSI, SAT, or ACT to take OnRamps courses.
- Unlike dual credit courses, OnRamps courses award two separate grades: a weighted high school grade given by the BHHS teacher that is recorded on the high school transcript, and a college grade awarded by the UT professor, which is recorded on a UT college transcript.
- In addition, students in OnRamps have the opportunity to decline the college credit if they receive a grade for which they are not satisfied, and that grade will never show on a college transcript or have to be reported when applying to college after high school. Students will have experienced a college level course with college expectations and deadlines, and will still earn weighted high school credit even if they decline the college credit.

Barbers Hill High School OnRamps Course Offerings
Discovery Precalculus

Dual Credit

LEE COLLEGE

BHISD, in conjunction with Lee College, offers some Dual Credit course selections during the school day. Some courses are held on the high school campus, while others meet at Lee College, or GCCISD Stuart Career Center.

Admission is contingent upon the student meeting Lee College requirements. Dual credit courses offered during the normal school day may include, but are not limited to: English IV, U.S. History, U.S. Government, College Algebra, Cosmetology, Anatomy & Physiology, Art History, Professional Communications, Drafting, and Process Technology.

These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS). In order to receive the high school credit portion of Dual Credit, the course grade must be at least a 70 on the college grading scale. Although a grade of 60 is considered "passing" on the college level, high school Dual Credit is not awarded. If a student earns a college grade of 69 or below, he/she must recover the high school credit if the course or credit is required for high school graduation.

Barbers Hill High School Dual Credit Course Offerings	
English Composition I and II	Introduction to Computer-Aided Design and Drafting
College Algebra and Elementary Statistics	Intermediate Computer-Aided Design and Drafting
History of the United States	Cosmetology II
Federal Government	Process Technology I
Anatomy and Physiology	Process Technology II
Professional Communications*	Art History*
Learning Frameworks*	

Core Complete

Barbers Hill ISD is continuing our Dual Credit partnership with Lee College by offering additional courses that will allow for students to achieve the requirements needed for the core curriculum at a higher education institution. "Core curriculum" means the curriculum in liberal arts, humanities, and sciences and political, social, and cultural history that all undergraduate students of an institution of higher education are required to complete before receiving an academic undergraduate degree. If a student successfully completes the core curriculum at an institution of higher education, that block of courses may be transferred to any other institution of higher education and must be substituted for the receiving institution's core curriculum. A student shall receive academic credit for each of the courses transferred and may not be required to take additional core curriculum courses at the receiving institution unless the board has approved a larger core curriculum at the institution. A student who transfers from one institution of higher education to another without completing the core curriculum of the sending institution shall receive academic credit from the receiving institution for each of the courses that the student has successfully completed in the core curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy further course requirements in the core curriculum of the receiving institution. (TEC 61.822)

Courses currently offered with Barbers Hill High School that satisfy the Core Complete curriculum through Lee College are Learning Frameworks, Professional Communications, Art History, American History, Anatomy & Physiology, College Algebra, English Composition and Federal Government. Some courses are offered on the Barbers Hill High School campus during the school day while some courses will need to be taken at the Lee College campus outside of the regular school day.

COURSE GUIDE—CORE CLASSES

LANGUAGE ARTS

ENGLISH I

GRADE LEVEL: 9
1.0 Credit
Prerequisite: None
Notes: Students will be required to take the English I STAAR End-of-Course (EOC) exam.
NCAA Approved Core Course: Yes

English I is organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

HONORS ENGLISH I

GRADE LEVEL: 9
1.0 Credit
Prerequisites: None
Notes: Summer reading assignments are required. Students will be required to take the English I STAAR End-of-Course (EOC) exam.
NCAA Approved Core Course: Yes

English I is organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

The Honors English I course covers the curriculum for regular English I while integrating strategies and practices designed to prepare students for work in future Advanced Placement (AP) English courses.

ENGLISH II

GRADE LEVEL: 10
1.0 Credit
Prerequisite: English I
Notes: Students will be required to take the English II STAAR End-of-Course (EOC) exam.
NCAA Approved Core Course: Yes

English II is organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

HONORS ENGLISH II

GRADE LEVEL: 10
1.0 Credit
Prerequisite: English I
Notes: Summer reading assignments are required. Students will be required to take the English II STAAR End-of-Course (EOC) exam.
NCAA Approved Core Course: Yes

English II is organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

The Honors English II course covers the curriculum for regular English II while integrating strategies and practices designed to prepare students for work in future Advanced Placement (AP) English courses.

ENGLISH III

GRADE LEVEL: 11
1.0 Credit
Prerequisite: English II, English I
NCAA Approved Core Course: Yes

English III is organized into the following strands: Reading, where students read and understand a variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

HONORS ENGLISH III

GRADE LEVEL: 11
1.0 Credit
Prerequisite: English II, English I
NCAA Approved Core Course: Yes

English III is organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

The Honors English III course covers the curriculum for regular English III while integrating strategies and practices designed to prepare students for work in future Dual Credit (DC) or Advanced Placement (AP) English courses.

AP ENGLISH III

GRADE LEVEL: 11
1.0 Credit
Prerequisite: English II, English I
Notes: Summer reading assignments are required. Students enrolled in AP English III are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.
NCAA Approved Core Course: Yes

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

ENGLISH IV

GRADE LEVEL: 12
1.0 Credit
Prerequisite: English III, English II, English I
NCAA Approved Core Course: Yes

English IV is organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

AP ENGLISH IV

GRADE LEVEL: 12
1.0 Credit
Prerequisite: English III, English II, English I
Notes: Summer reading assignments are required. Students enrolled in AP English IV are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.
NCAA Approved Core Course: Yes

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

DUAL CREDIT ENGLISH IV (Lee College - English Composition I and Lee College English Composition II)
GRADE LEVEL: 12
1.0 Credit
Prerequisites: Meet TSIA requirements or equivalent
Notes: Students will be responsible for registration with Lee College and any additional book fees. Students must make a “C” or better in 1301 to enroll in 1302.
NCAA Approved Core Course: Yes

English 1301- English Composition I
Intensive study of and practice in writing processes, from invention and 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. This course is reading and writing intensive.

English 1302 - English Composition II
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. This course is reading and writing intensive.

MATHEMATICS

ALGEBRA I

GRADE LEVEL: 9
1.0 Credit
Prerequisite: Mathematics, Grade 8
Notes: Students will be required to take the Algebra I STAAR End-of-Course (EOC) exam.
NCAA Approved Core Course: Yes

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

HONORS ALGEBRA I

GRADE LEVEL: 9
1.0 Credit
Prerequisite: Mathematics, Grade 8
Notes: Students will be required to take the Algebra I STAAR End-of-Course (EOC) exam.
NCAA Approved Core Course: Yes

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

The Honors Algebra I course covers the curriculum for regular Algebra I while integrating strategies and practices designed to prepare students for work in future Advanced Placement (AP) Mathematics courses.

GEOMETRY

GRADE LEVEL: 9-10
1.0 Credit
Prerequisite: Algebra I
NCAA Approved Core Course: Yes

In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straightedge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

HONORS GEOMETRY

GRADE LEVEL: 9-10
1.0 Credit
Prerequisite: Algebra I
NCAA Approved Core Course: Yes

In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straightedge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

The Honors Geometry course covers the curriculum for regular Geometry while integrating strategies and practices designed to prepare students for work in future Advanced Placement (AP) Mathematics courses.

ALGEBRA II

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: Algebra I, Geometry
NCAA Approved Core Course: Yes

In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

HONORS ALGEBRA II

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: Algebra I, Geometry
NCAA Approved Core Course: Yes

In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

The Honors Algebra II course covers the curriculum for regular Algebra II while integrating strategies and practices designed to prepare students for work in future Advanced Placement (AP) Mathematics courses.

ALGEBRAIC REASONING

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: Algebra I
NCAA Approved Core Course: Yes

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

PRECALCULUS

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: Algebra I, Geometry, Algebra II
NCAA Approved Core Course: Yes

Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

HONORS PRECALCULUS

GRADE LEVEL: 10-12
1.0 Credit
Prerequisites: Algebra I, Geometry, Algebra II
NCAA Approved Core Course: Yes

Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

The Honors Precalculus course covers the curriculum for regular Precalculus while integrating strategies and practices designed to prepare students for work in future Advanced Placement (AP) Mathematics courses.

PRECALCULUS ONRAMPS (UNIVERSITY OF TEXAS DUAL ENROLLMENT)

Credit: 1
Prerequisite: Algebra I, Geometry, Algebra II
Notes: Students will be responsible for course registration and payment with BHISD.
NCAA Approved Core Course: Yes

DISCOVERY PRE-CALCULUS Students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond “drill and kill” type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers. The course is divided into seven units. Each unit consists of a series of explorations designed to engage students and empower them to develop their problem-solving skills. In each exploration, students will create connections with prior concepts in developing the current topic. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff. There is a fee associated with this course.

AP CALCULUS AB

GRADE LEVEL: 11-12
1.0 Credit
Prerequisites: Algebra I, Geometry, Algebra II, Precalculus
Notes: Students enrolled in AP Calculus AB are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.
NCAA Approved Core Course: Yes

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP CALCULUS BC

GRADE LEVEL: 12
Credit 1.0
Prerequisites: Algebra I, Geometry, Algebra II, Precalculus
Notes: Students enrolled in AP Calculus BC are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.
NCAA Approved Core Course: Yes

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

STATISTICS

GRADE LEVEL: 12
1.0 Credit
Prerequisites: Algebra I, Algebra II
NCAA Approved Core Course: Yes

In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

AP STATISTICS

GRADE LEVEL: 11**-**12
1.0 Credit
Prerequisites: Algebra I, Geometry, Algebra II
Notes: Students enrolled in AP Statistics are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.
NCAA Approved Core Course: Yes

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

DUAL CREDIT COLLEGE MATHEMATICS_(Lee College-College Algebra and Elementary Statistics)

GRADE LEVEL: 12
1.0 Credit
Prerequisites: Meet TSIA requirements or equivalent
Notes: Students will be responsible for registration with Lee College, textbook cost, and additional MyMathLab fees. Students must make a “C” or better in 1314 to enroll in 1342.
NCAA Approved Core Course: Yes

Math 1314 - College Algebra
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.
Math 1342 - Elementary Statistics
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.

SCIENCE

BIOLOGY

GRADE LEVEL: 9-10
1.0 Credit
Prerequisite: None
Notes: Students will be required to take the Biology STAAR End-of-Course (EOC) exam.
NCAA Approved Core Course: Yes

In Biology, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

HONORS BIOLOGY

GRADE LEVEL: 9-10
1.0 Credit
Prerequisite: None
Notes: Students will be required to take the Biology STAAR End-of-Course (EOC) exam.
NCAA Approved Core Course: Yes

In Biology, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

The Honors Biology course covers the curriculum for regular Biology while integrating strategies and practices designed to prepare students for work in future Advanced Placement (AP) Science courses.

AP BIOLOGY

GRADE LEVEL: 11-12
1.0 Credit
Prerequisites: Biology, Chemistry
Notes: Students enrolled in AP Biology are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.
NCAA Approved Core Course: Yes

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions.

INTEGRATED PHYSICS AND CHEMISTRY

GRADE LEVEL: 9-11
1.0 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific practices during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

CHEMISTRY

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: Biology and Algebra I
NCAA Approved Core Course: Yes

In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.

HONORS CHEMISTRY

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: Biology and Algebra I
NCAA Approved Core Course: Yes

In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.

The Honors Chemistry course covers the curriculum for regular Chemistry while integrating strategies and practices designed to prepare students for work in future Advanced Placement (AP) Science courses.

AP CHEMISTRY

GRADE LEVEL: 11-12
1.0 Credit
Prerequisites: Biology, Chemistry, Algebra I, Geometry, Algebra II
Notes: Students enrolled in AP Chemistry are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.
NCAA Approved Core Course: Yes

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities.

PHYSICS

GRADE LEVEL: 11-12
1.0 Credit
Prerequisites: Biology, Chemistry, Algebra I, Geometry, Algebra II or concurrent enrollment
NCAA Approved Core Course: Yes

In Physics, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical-thinking skills.

AP PHYSICS I: Algebra-Based

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: Geometry; concurrent enrollment or completion of Algebra II; Honors Geometry and Honors Algebra II suggested
Note: Students enrolled in AP Physics 1 are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.
NCAA Approved Core Course: Yes

AP Physics 1 is a 1st year, full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, and fluid dynamics.

AP PHYSICS C: Calculus-Based

GRADE LEVEL: 11-12
1.0 Credit
Prerequisites: Biology, Chemistry, Physics, Algebra I, Geometry, Algebra II, and Pre-calculus or concurrent enrollment
Notes: Students enrolled in AP Physics C are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.
NCAA Approved Core Course: Yes

The Physics C: Mechanics course is equivalent to a one-semester, calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

ENVIRONMENTAL SYSTEMS

GRADE LEVEL: 11-12
1.0 Credit
Prerequisite: Biology, Chemistry or IPC
NCAA Approved Core Course: Yes

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, natural changes in the environment, and human activities that impact the natural environment.

AP ENVIRONMENTAL SCIENCE

GRADE LEVEL: 11-12
1.0 Credit
Prerequisite: Biology, Chemistry, Algebra I
Notes: Students enrolled in AP Environmental Science are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.
NCAA Approved Core Course: Yes

The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

ASTRONOMY

GRADE LEVEL: 11-12
1.0 Credit
Prerequisite: Biology, Chemistry or IPC
NCAA Approved Core Course: Yes

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

DUAL CREDIT ANATOMY AND PHYSIOLOGY (Lee College – Human Anatomy and Physiology I, II)

GRADE LEVEL: 11-12
1.0 Credit
Prerequisites: Meet TSIA requirements or equivalent, Biology, and second science
Notes: Students will be responsible for registration with Lee College and any additional book fees. Students must make a "C" or better in 2401 to enroll in 2402. A student will earn **4 hours** of college credit per semester for this course, provided they earn a "C" or better.
NCAA Approved Core Course: Yes

BIOL 2401 – Human Anatomy and Physiology I
This course consists of the fundamentals of human anatomy and physiology with the emphasis on etiology and functions of anatomical systems. Laboratory includes dissection of a mammal, study of selected mammalian organs, histological studies, and physiological experiments.

BIOL 2402 – Human Anatomy and Physiology II
This course is a continuation of the fundamentals of human anatomy and physiology with the emphasis on etiology and functions of anatomical systems. Laboratory includes dissection of a mammal, study of selected mammalian organs, histological studies, and physiological experiments.

FORENSICS SCIENCE

GRADE LEVEL: 12
1.0 Credit
Prerequisite: Biology and Chemistry
NCAA Approved Core Course: Yes

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

AQUATIC SCIENCE

GRADE LEVEL: 1 1 **-** 12
1.0 Credit
Prerequisite: Biology
NCAA Approved Core Course: Yes

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including natural and human impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science acquire knowledge about how the properties of water and fluid dynamics affect aquatic ecosystems and acquire knowledge about a variety of aquatic systems. Students who successfully complete Aquatic Science conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

SOCIAL STUDIES

WORLD GEOGRAPHY

GRADE LEVEL: 9
1.0 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

HONORS WORLD GEOGRAPHY

GRADE LEVEL: 9
1.0 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

The Honors World Geography course covers the curriculum for regular World Geography while integrating strategies and practices designed to prepare students for work in future Advanced Social Studies courses.

AP HUMAN GEOGRAPHY

GRADE LEVEL: 9
1.0 Credit
Prerequisites: None
Notes: Students enrolled in AP Human Geography are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.
NCAA Approved Core Course: Yes

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

WORLD HISTORY

GRADE LEVEL: 10
1.0 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

HONORS WORLD HISTORY

Grade Level: 10
1.0 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

The Honors World History course covers the curriculum for World History while integrating strategies and practices designed to prepare students for work in future Advanced Social Studies courses.

AP WORLD HISTORY: MODERN

GRADE LEVEL: 10
1.0 Credit
Prerequisites: None
Notes: Students enrolled in AP World History are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.
NCAA Approved Core Course: Yes

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP EUROPEAN HISTORY

GRADE LEVEL: 11-12
1.0 Credit
Prerequisites: World Geography and/or World History; AP experience suggested
Notes: Students enrolled in AP European History are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.
NCAA Approved Core Course: Yes

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

UNITED STATES HISTORY

GRADE LEVEL: 11
1.0 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

DUAL CREDIT UNITED STATES HISTORY (Lee College – History of the United States)

GRADE LEVEL: 11
1.0 Credit
Prerequisites: Meet TSIA requirements or equivalent
Notes: Students will be responsible for registration with Lee College and any additional book fees. Students must make a “C” or better in 1301 to enroll in 1302. A student will earn **3 hours** of college credit per semester for this course, provided they earn a “C” or better.
NCAA Approved Core Course: Yes

HIST 1301 – History of the United States to 1877
The political, economic, social, and intellectual history of the United States from the discovery of America to 1877.

HIST 1302 – History of the United States Since 1877
The political, economic, social, and intellectual history of the United States from 1877 to the present day.

AP U.S. HISTORY

GRADE LEVEL: 11
1.0 Credit
Prerequisites: None
Notes: Students enrolled in AP U.S. History are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.
NCAA Approved Core Course: Yes

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

UNITED STATES GOVERNMENT

GRADE LEVEL: 12
.5 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

DUAL CREDIT GOVERNMENT (Lee College – Federal Government)

GRADE LEVEL: 12
.5 Credit
Prerequisites: Meet TSIA requirements or equivalent
Notes: Students will be responsible for registration with Lee College and any additional book fees. A student will earn **3 hours** of college credit provided they earn a “C” or better.
NCAA Approved Core Course: Yes

GOVT 2305 – Federal Government
Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

AP U.S. GOVERNMENT AND POLITICS

GRADE LEVEL: 12
.5 Credit
Prerequisites: None

Notes: Students enrolled in AP Government are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.
NCAA Approved Core Course: Yes

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

PERSONAL FINANCIAL LITERACY AND ECONOMICS

GRADE LEVEL: 12
.5 Credit
Prerequisites: None
Notes: Required offering per Senate Bill 1063; Students may not receive credit for this course and Personal Financial Literacy if they have already taken PFL
NCAA Approved Core Course: Yes

The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.

ECONOMICS

GRADE LEVEL: 12
.5 Credit
Prerequisites: None
Notes: Only students that have previously taken PFL will enroll in Economics.
NCAA Approved Core Course: Yes

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed.

AP MACROECONOMICS

GRADE LEVEL: 12
.5 Credit
Prerequisites: None
Notes: Students enrolled in AP Macroeconomics are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.
NCAA Approved Core Course: Yes

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

ETHNIC STUDIES: AMERICAN INDIAN/NATIVE STUDIES

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

In Ethnic Studies: Native American Studies, an elective course, students learn about the history and living cultures of American Indians/Natives. This course is designed to assist students in understanding issues and events from American Indian/Native perspectives and should be presented in a manner in which each Native Nation studied is given the same independence and sovereignty as a foreign nation. This course is a survey course of Nations in what is now known as the United States and Texas that develops an understanding of the roots of American Indian/Native cultures, especially as it pertains to social, economic, and political interactions within the broader context of North American history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of how past events affect the present provides students of the 21st century with a broader context within which to address the many triumphs and challenges of American Indian/Native communities in the United States today.

SOCIOLOGY

GRADE LEVEL: 10-12
.5 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society

PSYCHOLOGY

GRADE LEVEL: 10-12
.5 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

In Psychology, an elective course, students will study the science of behavior and mental processes. They will examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

AP PSYCHOLOGY

GRADE LEVEL: 10-12
1 Credit - Social Studies Advanced Studies .5 & AP Psychology .5
Recommended Prerequisites: Successful completion of one AP course prior to enrollment is highly encouraged. **Notes:** This is a semester College Board course that we have extended over the course of one school year due to the nature and demands of the course topics. *Because of this, drops will not be allowed at semester.* Students enrolled in AP Psychology are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.
NCAA Approved Core Course: Yes

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

PERSONAL FINANCIAL LITERACY

GRADE LEVEL: 10-12
.5 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sounds, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resource, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.

WORLD LANGUAGES
(LANGUAGES OTHER THAN ENGLISH)

SPANISH I

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

Spanish I is an introductory course focused on developing a student's beginning level of communicating in Spanish. The course will focus on attaining proficiency in the four key areas of language development: listening, speaking, reading, and writing. Awareness and understanding of the culture and traditions of the Spanish-speaking world will be a focus as well. The student will begin with new vocabulary and grammar concepts in order to apply Spanish with reading and listening comprehension, speaking and writing. Multimedia cultural presentations, and interactive activities and practices will accompany vocabulary and grammar. There is an emphasis on providing context and conversational examples for the language concepts presented in each unit. Students begin to comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries.

SPANISH II

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: Spanish I
NCAA Approved Core Course: Yes

Spanish II will build upon the knowledge and application from Spanish I. The course will focus on developing proficiency in the four key areas of language development: listening, speaking, reading, and writing. Awareness and understanding of the culture and traditions of the Spanish-speaking world will continue to be a focus. Students will develop a functional command of words and phrases that deal with immediate needs and common everyday situations or while traveling in limited situations. This course allows the students to communicate in a target language environment at an intermediate level. The content expansion includes the use of familiar words and phrases applicable with common commands, frequent instructions, and courtesy interchanges. Students will be able to recognize and properly use present and past tense grammar structures.

HONORS SPANISH III

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: Spanish II
NCAA Approved Core Course: Yes

Honors Spanish III prepares students to take Spanish IV AP. This course focuses on delivery of content through thematic units while expanding on relevant vocabulary and refining the accuracy of expression by knowing the components of language. This course begins to incorporate the 6 AP themes within the units of study and makes connections between the themes and real-world applications. The focus of this course is developing intermediate-mid proficiency. Level III Honors classes provide students opportunities to develop greater proficiency in speaking, listening, reading, and writing. Students will have a deeper understanding of the language and the cultural perspectives associated with it. The units in this course focus on topics that are more global in nature than in previous levels.

AP SPANISH IV

GRADE LEVEL: 11-12
1.0 Credit
Prerequisite: Spanish III HONORS
Notes: Students enrolled in AP Spanish IV are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.
NCAA Approved Core Course: Yes

Spanish IV AP will provide high school students with a learning experience equivalent to that of an upper-intermediate college course. Students will learn language structures in context and use them to convey meaning as well as explore Spanish culture in both contemporary and historical contexts. Students will demonstrate their knowledge of the target culture, incorporate interdisciplinary topics, make cultural comparisons, and communicate actively in a variety of settings and contexts. This course will be in the target language. Topics go well beyond basic needs and include: personal and family affairs, current events, school, work, etc. Students will comprehend descriptions and narration referring to past, present, or future events. They will comprehend dialogue about special fields of interest and narratives of a non-technical or specialized nature. When listening to material restricted mainly to vocabulary and structures studied in class, their comprehension appears to be on a near native-like level. There is an increased comprehension of in-depth material about special interest topics used in class. Grammar control includes all but the infrequently used and the most complex forms and word order problems. Students are highly encouraged to take the Spanish Language and Culture Advanced Placement Exam for possible college credit at the conclusion of this course.

SPANISH I FOR NATIVE SPEAKERS

GRADE LEVEL: 9-12
1.0 Credit (accelerated one semester course)
Prerequisite: Score of 70% or higher on local course entrance assessment
NCAA Approved Core Course: Yes

Spanish I for Native Speakers provides an accelerated course experience for Heritage and Native students who are already speakers of the language, but require continued study of grammar, reading, and writing. The course will focus on application of skills in the four key areas of language development: listening, speaking, reading, and writing. Emphasis will be placed on studying grammatical structures, reading basic Spanish texts, and basic composition. Students will also participate in increasingly advanced conversations requiring appropriate responses to more complex conversational prompts. Multimedia presentations, interactive activities, and opportunities for both innovative independent and collaborative work will accompany the study of cultural practices, products, and perspectives of various Spanish-speaking countries.

SPANISH II FOR NATIVE SPEAKERS

GRADE LEVEL: 9-12
1.0 Credit (accelerated one semester course)
Prerequisite: Spanish I for Native Speakers
NCAA Approved Core Course: Yes

Spanish II for Native Speakers continues the accelerated experience for Heritage and Native speakers begun in Spanish I for Native Speakers. Students will continue to refine skills in the four key areas of language development: listening, speaking, reading, and writing. Students will apply knowledge of advanced grammatical structures through participation in fluent, complex conversations about Spanish culture and perspectives. Students will read increasingly complex Spanish texts and engage in multiple opportunities for composition, including basic responses to reading. Multimedia presentations, interactive activities, and opportunities for both innovative independent and collaborative work will continue as students begin a deeper study of current topics in Spanish culture.

AMERICAN SIGN LANGUAGE I

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: None
NCAA Approved Core Course: Yes

Acquiring ASL incorporates expressive and receptive communication skills. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. Students of ASL gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture.

AMERICAN SIGN LANGUAGE II

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: American Sign Language I
NCAA Approved Core Course: Yes

Acquiring ASL incorporates expressive and receptive communication skills. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. Students of ASL gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study.

AMERICAN SIGN LANGUAGE III HONORS

GRADE LEVEL: 11-12
1.0 Credit
Prerequisite: American Sign Language I & II
NCAA Approved Core Course: Yes

Acquiring ASL incorporates expressive and receptive communication skills. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. Students of ASL gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures.

OTHER COURSES INCLUDING ELECTIVES

ART

ART I

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: None

In Art I students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

ART II

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: Art I

In Art II students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined

HONORS ART III

GRADE LEVEL: 11-12
1.0 Credit
Prerequisite: Art II or Art II Sculpture

In Art III students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

ART IV

GRADE LEVEL: 12
1.0 Credit
Prerequisite: Art III

In Art IV students develop and expand visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. Students use what they see, know, and have experienced as sources for examining, understanding and creating original artwork.

AP ART

GRADE LEVEL: 11-12
1.0 Credit
Prerequisite: Art I and recommended Art II
Notes: Students enrolled in AP Art must submit a portfolio of work to the College Board for evaluation. Upon successful review, the student may receive college credit.

AP level art class demands a commitment from students beyond the normal art level. The successful student must be highly motivated and willing to devote the time needed to expand and stretch to higher level visual thinking skills. This will require a significant amount of time outside of normal class time. Students are encouraged to think, solve problems their own way, make informed decisions, have a discerning eye, and become interested in historical and contemporary art issues. Assessment through class critiques are a regular part of this course. AP Art challenges students and prepares them for the exam for college credit. To receive AP credit students must submit a portfolio of work.

ACADEMIC DECATHLON

ACADEMIC DECATHLON

Grade Level: 9-12
1.0 Credit (Special Topics in Social Studies .5 & Social Studies Research Methods .5)
Prerequisite: Teacher Approval
Notes: Academic Decathlon is a rigorous course for which students earn Advanced Placement weighted (6.0) credit. In addition to the scheduled class, practices are required before school three times a week from 6:20 AM to 6:50 AM.

Beginning with the freshman class in the fall of 2023, students will earn AP weighted grade points (6.0) with all levels of Academic Decathlon (1-4). Students are required to take an *AP exam in each year of the program:

- 9th Grade - AP Art History
- 10th Grade - AP Macroeconomics or AP Microeconomics
- 11th Grade - 2nd Economics Exam
- 12th Grade - Self Study for AP Comparative Government, European History, or repeat an AP test and improve score

*For those students who do not start their freshman year, they will be allowed to choose from the 3 main tests given: AP Art History, Macroeconomics or Microeconomics.

Academic decathlon is a competition that involves 10 areas of study. Not only do students have to learn from the core areas of mathematics, history, science, economics, and literature, but they will also delve into other areas such as art and music. Along with these areas of objective studies, students will also perform prepared and impromptu speeches, write an essay based on a novel, short stories or other areas they have studied, and interview in front of a panel of 2 to 3 professionals. The team will consist of 9 students who will fall into 3 different categories based on non-weighted GPA. They are broken up into “A” or Honors students, “B” or Scholastic students, and “C” or Varsity students. Each student will compete only against other students in their category. Together, the top two overall scores in each category will contribute to the overall team score.

Our teams will compete in two main competitions, region and state, along with three other local competitions. These three practice competitions not only begin to prepare the students for the rigors of competition, but also help determine the actual team. The students who do not make the team will stay on as research assistants and help the other students learn what they need for the competition. Once the competition season is over, the students and teachers will begin to prepare for the AP tests that will be taken in the Spring.

AP CAPSTONE DIPLOMA PROGRAM

AP SEMINAR

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: English I
Notes: Students enrolled in AP Seminar are encouraged to take the Advanced Placement (AP) examination, which may earn them college credit.

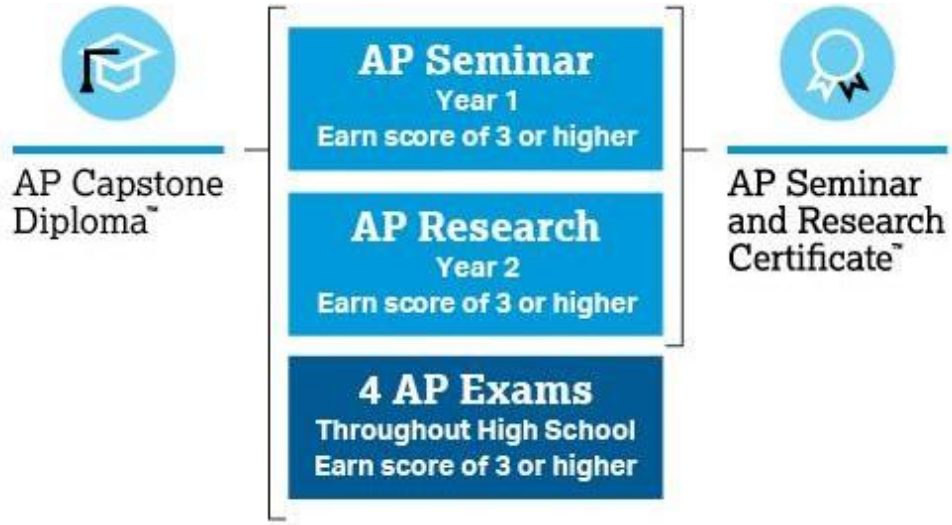
AP Seminar is a year-long course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

AP RESEARCH

GRADE LEVEL: 11-12
1.0 Credit
Prerequisite: English II, AP Seminar
Notes: Students enrolled in AP Research are encouraged present and orally defend their academic research paper.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question.

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.



BAND

BAND

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: Active membership in band during prior school year and director approval.

Throughout the school year, the band will present numerous public performances. Each performance is important and attendance by the members on the band is required. Band members are expected to make all rehearsals and performances; band is a performance based class as described in the Curriculum Handbook. One year enrollment in band will earn one Fine Art credit and ½ P.E. credit. In addition to the band's group activities, individual band members will have the opportunity to perform solo literature for their instruments and to perform in various chamber ensembles. These groups will perform at school and at UIL Solo and Ensemble contest. Band students also audition for various TMEA honor groups such as All-Region Band, All Region Jazz Ensemble, All-Region Orchestra and All-State Band. Being selected as a member of these organizations is among the highest honors a high school musician can attain.

CHOIR

CHORAL MUSIC I-IV

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: None

Choir is a year-long Fine Arts class opens to all students. All types of music are studied and performed in various concerts. Students are encouraged to attend the two competitions, Region Choir and U.I.L. Solo/Ensemble. Students selected at each contest may qualify to attend the clinic/concert for the Regional Choir and the State Solo Contest. Students learn the fundamentals of music and a joy for singing. Auditions and teacher approval determine the enrollment in the Varsity Choir.

APPLIED MUSIC

APPLIED MUSIC I-IV

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: None

Applied Music is an independent study course for potential music majors. Students will work on advanced playing techniques from applicable etude books. Students will also participate in all region and state solo & ensemble activities.

DANCE

DANCE I

GRADE LEVEL: 9-12
*1.0 Credit
Prerequisite: **None**

Dance is a yearlong course offered for one PE and one Fine Art Credit. Students participate actively in the learning of fundamental of dance skills. Various disciplines of dance are explored including jazz, ballet/lyrical and modern dance.

*Students will receive 2 credits during the first year of participation if they have not already received a PE credit and a Fine Arts credit. The two credits received are 1 PE credit and 1 Fine Art credit.

DANCE II-IV

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: Must have teacher approval
Notes: Performances will be held outside of the regularly scheduled class time.

Dance students develop perceptual thinking and moving abilities in daily life that promote understanding of themselves and others and allow them to interact effectively in the community. By mastering movement principles and skills, students develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with controlled energy. Students recognize dance as a vehicle for understanding cultural and historical contexts, increasing awareness of their own and others' heritage and traditions, thus helping them to participate in a diverse society

DRILL TEAM RESERVES

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: Audition Required
Notes: Dance Team members will be placed by audition within the appropriate skill level; requirements will include after-school rehearsals and performances; the instructor will address information regarding the required dance attire; additional fees will be required.

Drill Team Reserves provides students with an advanced dance curriculum focused on fast-paced movement and technical skills. Students will demonstrate refined kinesthetic and spatial awareness. Membership in the drill team is a full year commitment that includes performances at multiple venues within the district and local communities.

EAGLETTE DRILL TEAM

GRADE LEVEL: 9-12
***1.0 Credit**
Prerequisite: Audition Required
Notes: Dance Team members will be placed by audition within the appropriate skill level; requirements will include after-school rehearsals and performances; the instructor will address information regarding the required dance attire; additional fees will be required.

The Eaglette Drill Team provides students with an advanced dance curriculum focused on fast-paced complex movement and technical skills. Students will demonstrate refined kinesthetic and spatial awareness. Membership in the Eaglette Drill Team is a full year commitment that includes performances at multiple venues within and outside the district and local communities.

*Students will receive 2 credits during the first year of participation if they have not already received a PE credit in Dance I. The two credits received are 1 PE credit and 1 Fine Art credit.

DEBATE

DEBATE I – CX DEBATE

GRADE LEVEL: 9-10
1.0 Credit
Prerequisites: None

Debate I is an introductory class to competitive, academic debate. Course includes instruction in value and policy-oriented debate with emphasis on basic debate and argument theory, strategies, and techniques including research, organization, listening, thinking, speaking, and argument construction. Students are required to attend at least six after-school practices each semester and attend one weekend debate tournament per semester. (Not meeting requirements may result in student withdrawal at earliest possible convenience.)

DEBATE II

GRADE LEVEL: 10
1.0 Credit
Prerequisites: Debate I

Debate II emphasizes advanced debate and argument theory, strategies, standards, and techniques including specific issues in either value or policy debate. Students must choose a specific area of study in either cross-examination format (policy) or Lincoln-Douglas format (value) debate. Emphasis is placed upon critical thinking, writing and structuring arguments and briefs. Students are required to attend at least twelve after-school practices each semester and attend a minimum of two weekend debate tournaments per semester. (Not meeting requirements may result in student withdrawal at earliest possible convenience.)

DEBATE III

GRADE LEVEL: 11-12
1.0 Credit
Prerequisites: Debate II

Debate III emphasizes argument analysis, adjudication theory including various judging paradigms including adaptation to different paradigms and adjudicators, research, writing and structuring cases, arguments, and briefs. Students are exposed to tournament theory and administration with actual experience. Students are required to stay after school for three hours one day per week and attend a minimum of four weekend debate tournaments per semester (8 per year). Students also participate in cooperative teaching of younger peers; this may include: lecturing, testing, and leading discussions and after-school practices for Debate 1 students. (Not meeting requirements may result in student withdrawal at earliest possible convenience.)

DEBATE IV

GRADE LEVEL: 12
1.0 Credit
Prerequisite: Debate III

Independent Study Debate IV emphasizes independent research on policy debate topics and issues that require construction of arguments, cases, and briefs. Creativity is encouraged not only in argument development but also theory development. Students have work with tournament theory and administration including actual tournament administration. Students also have work on judging debates and arguments including oral and written critiques. Students are required to stay after school for three hours one day per week and attend a minimum of four weekend debater tournaments per semester (8 per year). (Not meeting requirements may result in student withdrawal at the earliest possible convenience.)

HEALTH/PHYSICAL EDUCATION/ATHLETICS

HEALTH
GRADE LEVEL: 9-12
.5 Credit
Prerequisite: None

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

LIFETIME FITNESS & WELLNESS PURSUITS
GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: None

The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

LIFETIME RECREATION & OUTDOOR PURSUITS
GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: None

This course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

SPORTS MEDICINE I - III ATHLETIC TRAINER
GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: Application to course required; Student may not enter at mid-term.

An introductory course designed to train students to assist the head trainer with taping, bandaging, injury assessment, exercise rehabilitation, record keeping, cardiopulmonary resuscitation and other lifesaving techniques, equipment set up and repair, and providing training coverage of events. Applications are available in the Counseling Office.

SPECIFIC SPORT ATHLETICS-BOYS & GIRLS SPORTS ARE SEPARATED
GRADE LEVEL: 9-12
1.0 Credit
Prerequisites: None

Athletics involves strength and conditioning exercises. Some of these involve weightlifting, running, agility drills, quickness drills, mat drills, and individual sport drills. These are all designed to make each individual the best athlete they can be. Continued enrollment in this course is contingent on making the specific athletics team. If you do not make the team, your schedule will be changed accordingly.
BOYS ATHLETIC SPORTS OFFERED: BASEBALL, BASKETBALL, CHEER, CROSS COUNTRY, FOOTBALL, GOLF, SOCCER, SWIMMING, TENNIS, AND TRACK

GIRLS ATHLETIC SPORTS OFFERED: BASKETBALL, CHEER, CROSS COUNTRY, GOLF, SOCCER, SOFTBALL, SWIMMING, TENNIS, TRACK, AND VOLLEYBALL

NAVY NATIONAL DEFENSE CADET CORPS (NNDCC)

NAVAL SCIENCE I

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: None
This course is an introduction to the meaning of citizenship. Students will learn the elements of leadership, the value of scholarship in attaining life goals, the importance of a healthy lifestyle, how to control stress, principles of first aid, and an overview of Naval ships and aircraft. These elements are presented at the fundamental level. Course content includes introduction to the NJROTC program, the NJROTC uniform, introduction to military drill and ceremonies, introduction to leadership, citizenship and government, introduction to fitness and first aid, and introduction to the US Navy.
*This course will count as a PE substitution.

NAVAL SCIENCE II

GRADE LEVEL: 10-12
1.0 Credit
Prerequisite: Naval Science I
This course builds on the principles discussed in Naval Science I. The course introduces Cadets to the technical areas of naval science and the role of the U.S. Navy in maritime history. Course content includes ongoing instruction towards leadership, the introduction to maritime history through the Revolutionary War, Civil War, World War I, World War II, Cold War Era, as well as an introduction to Nautical Sciences, such as Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences.

NAVAL SCIENCE III

GRADE LEVEL: 11-12
1.0 Credit
Prerequisite: Naval Science II
This course broadens the understanding of students in operative principles of military leadership. Students learn about teamwork, using order and discipline to accomplish objectives. Students gain a more in-depth knowledge of Naval ships and aircraft. Marine navigation and seamanship are introduced. Course content includes Sea Power, National Security, Naval Operations, Military Law and International Law at Sea, an introduction to ship construction and damage control, organization, basic seamanship, as well as continued instruction in leadership, citizenship, and discipline.

NAVAL SCIENCE IV

GRADE LEVEL: 12
1.0 Credit
Prerequisite: Naval Science III
This course focuses on practical leadership. Students in this course will have the opportunity to lead under supervision. Students will have the opportunity to work with other junior Cadets as mentors and leaders. There is a strong emphasis on preparation for life after high school. Course content includes theoretical and applied aspects of leadership, motivational techniques, as well as goal setting and development.

PALS

PEERS ASSISTANCE AND LEADERSHIP I-II

GRADE LEVEL: 11-12
1.0 Credit
Prerequisite: Faculty nomination, application, essay, and interview process.

The PAL® Peer Assistance and Leadership program focuses on working with elementary, middle, and high school age youth. Participants receive effective training in resiliency strategies. The PAL® program uses the coursework as well as interactive activities to combat issues like violence in schools, drug abuse, teen pregnancy, gang participation, school dropouts, and/or behavior problems.

LEADWORTHY

LEADWORTHY

GRADE LEVEL: 9-12
.5 Credit
Prerequisite: None

Leadworthy (previously known as 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.

STUDENT LEADERSHIP

STUDENT LEADERSHIP

GRADE LEVEL: 10-12
1 Credit
Prerequisite: Leadworthy

Student Leadership provides students specific skills to positively impact their lives and their communities. Areas to be addressed include leadership theory, group dynamics, project management, team building, conflict resolution, communication, SMART goal setting, and collaborative strategies. The course prepares students not only for active participation in school but also in their community. This course provides necessary information, experiences, and opportunities that will benefit students in secondary and post-secondary environments as they follow their chosen education or career path. Students solve relevant and current school and community issues by working collaboratively and independently on real world tasks such as needs assessments, project planning, project implementation, and presentations.

THEATRE ARTS

THEATRE ARTS I-IV

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: None

Theater Arts covers the basic concepts of scene design and construction, lighting, costume design and other aspects associated with the technical aspects of theatre and the beginning of theatre and acting. Activities include theatre games, role-playing and improvisations and the performances of scenes and monologues from plays. Students must complete both semesters of study before enrolling in Theatre Arts II-IV or Technical Theatre II-IV.

TECHNICAL THEATRE ARTS I-IV

GRADE LEVEL: 9-12
1.0 Credit
Prerequisite: None

This course is designed for those students who are interested in theatre but not particularly in performing in play. Tech theatre will fulfill the Fine Arts requirement or an Elective requirement. This is a hands-on course, using a variety of hand and power tools, students will construct and paint set designs and props. Studies also cover the lighting system, sound system and stage rigging of BHHS theatre. Students will design sets and costumes for a variety of plays. A terrific artist you do not have to be! Enrollment is limited.

THEATRE PRODUCTION

GRADE LEVEL: 9-12
0.5 Credit
Prerequisite: None

Theatre Production is offered during the Spring Semester and is composed of all students who are selected for the cast or crew in the annual UIL One-Act Play contest production. Students must be willing to change their schedule during the Spring

COLLEGE READINESS

COLLEGE PREPARATORY ENGLISH

GRADE LEVEL: 12
1.0 Credit
Prerequisite: Students will be placed based on college readiness testing need.

College Prep English is designed to help students meet college entrance requirements (TSIA testing) and to be ready for college-level English courses. Students will engage in a concentrated study of reading and writing processes that includes a wide-range of language arts skills and topics such as grammar, conventions, analysis, synthesis, and application of critical literacy across disciplines. Instruction aligns to the Texas Career and College Readiness Standards (CCRS) and the Texas Success Initiative Framework for College Reading. Upon completion of this course, a student will be eligible for a TSIA exemption at the following higher education institutes: https://bit.ly/TCBIHElist
*This is not a college credit course.

COLLEGE PREPARATORY MATHEMATICS

GRADE LEVEL: 12
1.0 Credit
Prerequisite: Students will be placed based on college readiness testing need.

College Prep Math is designed to help students meet college entrance requirements (TSIA testing) and to be ready for college-level Math courses. Students will study linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions, as well as systems of equations and inequalities that encompass these functions. Further supporting topics include factoring, laws of exponents, rational and radical expressions, statistics, basic mathematical operations and geometric concepts. Instruction aligns to the Texas Career and College Readiness Standards (CCRS) and the Texas Success Initiative Framework for College Mathematics. Upon completion of this course, a student will be eligible for a TSIA exemption at the following higher education institutes: https://bit.ly/TCBIHElist
*This is not a college credit course.

CORE COMPLETE

DUAL CREDIT LEARNING FRAMEWORKS (LEE COLLEGE EDUC 1200)

GRADE LEVEL: 9-12
0.5 Credit
Prerequisites: Counselor approval
Notes: Students will be responsible for registration with Lee College and any additional book fees.

Learning Frameworks is a First-Year Experience course designed to help students successfully transition to college by covering various topics such as financial literacy, career navigation, and many more.
*This course will be taken outside the school day – during the summer or in the evening – This course is only offered on the Lee College campus.

DUAL CREDIT PROFESSIONAL COMMUNICATIONS (LEE COLLEGE SPCH 1315)

GRADE LEVEL: 10-12
0.5 Credit
Prerequisites: Counselor approval
Notes: Students will be responsible for registration with Lee College and any additional book fees.

This course includes preparation and delivery of various types of speeches with emphasis upon such fundamental principles as self-confidence, poise, directness, posture, stress, voice, and articulation. Speech types considered include announcements, informative, persuasive, after dinner, and radio speeches.
*This course will be taken at the Lee College campus or through a hybrid learning environment at Barbers Hill High School.

DUAL CREDIT ART HISTORY (LEE COLLEGE ARTS 1304)

GRADE LEVEL: 10-12
1.0 Credit
Prerequisites: Counselor approval
Notes: Students will be responsible for registration with Lee College and any additional book fees.

A chronological analysis of the historical and cultural contexts of the visual arts from the 14th century to the present day.
*This course will be taken at the Lee College campus or through a hybrid learning environment at Barbers Hill High School.

Career & Technology Education

2025-2026

Course Guide

Health Science

Program of Study

- Diagnostic & Therapeutic Services

Agriculture, Food & Natural Resources

Programs of Study

- Animal Science
- Agricultural Technology & Mechanical Systems
- Food Science & Technology
- Plant Science

Education & Training

Program of Study

- Teaching & Training

Information Technology

Program of Study

- Programming & Software Development
- Cybersecurity

Business, Marketing & Finance

Program of Study

- Business Management

Engineering,

Programs of Study

- Engineering Foundations

Arts, A/V Technology & Communication

Program of Study

- Digital Communication
- Graphic Design & Multimedia Arts

Architecture & Construction

Program of Study

- Carpentry

Public Notification of Nondiscrimination

Barbers Hill ISD offers career and technical education programs in Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Architecture and Construction; Business Marketing and Finance; Education and Training; Health Science; Science, Technology, Engineering, and Math (STEM); Human Services, Manufacturing. Admission to these programs is based on open enrollment.

It is the policy of Barbers Hill ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Barbers Hill ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

BHISD 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.

For information regarding employee rights or grievance procedures regarding discrimination based on sex, including sexual harassment, contact Barbara Ponder, Title IX Coordinator at **barbara.ponder@bhisd.net**, (281)576-2221 during normal business hours.

For information regarding student rights or grievance procedures regarding discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment, contact Mandy Malone, Title IX Coordinator at **mandy.malone@bhisd.net**, (281)576-2221 during normal business hours.

For information regarding discrimination based on disability, contact Jessica Ackerman, Section 504 Coordinator **jessica.ackerman@bhisd.net**, (281)576-2221 during normal business hours.

For information relating to discrimination for any other reason, contact the Superintendent’s office, (281)576-2221 during normal business hours.

Notificación Publica de No Discriminación

Barbers Hill ISD ofrece programas de educación técnica y profesional en agricultura, alimentos y recursos naturales; Artes, Tecnología audiovisual y Comunicaciones; Arquitectura y Construcción; Mercadotecnia y Finanzas Empresariales; Educación y entrenamiento; Ciencia de la salud; Ciencia, Tecnología, Ingeniería y Matemáticas (STEM); Servicios humanos, fabricación. La admisión a estos programas se basa en la inscripción abierta.

No discriminar en sus programas, servicios o actividades vocacionales y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda;Título IX de las Enmiendasen la Educaciónde 1972, y la Sección504 de la Ley deRehabilitación de 1973, segúnenmienda..

La política de Barbers Hill ISD es no discriminar por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus prácticas laborales según lo exige el Título VI de la Ley de Derechos Civiles de 1964, según enmendada; Título IX de las Enmiendas a la Educación de 1972; la Ley de Discriminación por Edad de 1975, enmendada; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.

BHISD tomará medidas para asegurar que la falta de habilidades en el idioma inglés no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales.

Para obtener información sobre los derechos de los empleados o los procedimientos de quejas con respecto a la discriminación basada en el sexo, incluido el acoso sexual, comuníquese con Barbara Ponder, Coordinadora del Título IX en barbara.ponder@bhisd.net, (281)576-2221 durante el horario laboral normal.

Para obtener información sobre los derechos de los estudiantes o los procedimientos de quejas con respecto a la discriminación basada en el sexo, incluido el acoso sexual, la agresión sexual, la violencia en el noviazgo, la violencia doméstica, el acecho o el acoso por motivos de género, comuníquese con Mandy Malone, Coordinadora del Título IX en mandy.malone@bhisd.net, (281)576-2221 durante el horario laboral normal.

Para obtener información sobre la discriminación basada en la discapacidad, comuníquese con Jessica Ackerman, Coordinadora de la Sección 504 jessica.ackerman@bhisd.net, (281)576-2221 durante el horario laboral normal.

Para obtener información relacionada con la discriminación por cualquier otro motivo, comuníquese con la oficina del Superintendente al (281)576-2221 durante el horario laboral normal.

Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Animal Science
Statewide Program of Study

The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

Recommended Course Sequence

Freshman

- Principles of Agriculture, Food, and Natural Resources

Sophomore

- Small Animal Management
- Equine Science

Junior

- Livestock Production/Lab

Senior

- Advanced Animal Science
- Veterinary Medical Applications/Lab
- Practicum in Agriculture, Food, and Natural Resources

Postsecondary Opportunities

Associates Degrees

- Food Science and Technology
- Veterinary Studies
- Biotechnology Laboratory Technician
- Biology Technician

Bachelor's Degrees

- Animal Sciences
- Agriculture
- Biology
- Zoology/ Animal Biology

Master's, Doctoral, and Professional Degrees

- Genetics
- Veterinary Medicine
- Biological and Physical Sciences
- Biological and Biomedical Sciences

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Participate in Texas FFA	• Compete in an Agri-Science Fair 4H • Volunteer at a local farm or with a veterinarian • Participate in an FFA supervised agriculture experience

Industry-Based Certifications

- Elanco Fundamentals of Animal Science Certification
- Elanco Veterinary Medical Applications Certification
- Equine Management & Evaluation Certification

Scan Here For More Information

bit.ly/bhcteag

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Animal Breeders	$39,139	28	9%
Animal Scientists	$57,533	22	12%
Medical Scientists	$63,898	435	27%
Veterinarians	$93,496	294	24%
Zoologists and Wildlife Biologists	$67,309	45	32%

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022

TEA Texas Education Agency

Agriculture, Food and Natural Resources Career Cluster

Program of Study: Animal Science

The Animal Science program of study focuses on the science, research and business of animals and other living organisms. It teaches students how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

Principle of Agriculture, Food & Natural Resources **Grades 9-12 (1 Credit)**

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need to have opportunities to learn, reinforce the experience, apply, and transfer their knowledge and skills in a variety of settings

Small Animal Management **Grades 10-12 (0.5 Credit)**

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. Suggested small animals which may be included in the course of study include, but are not limited to small mammals, amphibians, reptiles, dogs, and cats.

Equine Science **Grades 10-12 (0.5 Credit)**

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. Suggested small animals that may be included in the course of study include, but are not limited to horses, donkeys, and mules.

Livestock Production **Grades 10-12 (1 Credit)**

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.

Veterinary Medical Application **Grades 11-12 (1 Credit)**

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Advanced Animal Science **Grades 11-12 (1 Credit)**

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.

Practicum in Agriculture, Food & Natural Resources **Grades 11-12 (3 Credits)**

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Agricultural Technology & Mechanical Systems

Statewide Program of Study

The Applied Agricultural Engineering program of study explores the occupations and educational opportunities associated with applying knowledge of engineering technology and biological science to agricultural problems concerned with power and machinery, electrification, structures, soil and water conservation, and processing agricultural products. This program of study may also include exploration into diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.

Recommended Course Sequence

Freshman

- Principles of Agriculture, Food, and Natural Resources

Sophomore

- Agricultural Mechanics and Metal Technologies/Lab

Junior

- Agricultural Structures Design and Fabrications/Lab

Senior

- Agricultural Equipment Design and Fabrication/Lab
- Practicum in Agriculture, Food, and Natural Resources

Postsecondary Opportunities

Associates Degrees

- Heavy Equipment Maintenance Technology/ Technician
- Agricultural Mechanization, General
- Small Engine Mechanics and Repair Technology/ Technician
- Welding Technology/ Welder

Bachelor's Degrees

- Agricultural Engineering
- Agricultural Mechanization, General

Master's, Doctoral, and Professional Degrees

- Agricultural Engineering
- Agricultural Mechanization, Genera

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Tour a farm products or machinery plant • Participate in Texas FFA	• Earn a welding certification • Intern at a farm products or machinery plant • Participate in an FFA supervised agriculture experience

Industry-Based Certifications

- AWS D1.1 Structural Steel
- AWS D9.1 Sheet Metal Welding

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Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Outdoor Power Equipment and Other Small Engine Mechanics	$32,406	366	16%
Welders	$41,350	6171	9%
Farm Equipment Mechanics and Service Technicians	$39,915	304	17%
Mobile Heavy Equipment Mechanics	$47,299	1627	16%
Agricultural Engineers	$64,792	9	13%

Successful completion of the Applied Agricultural Engineering program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022

TEA Texas Education Agency

Agriculture, Food and Natural Resources

Program of Study: Applied Agricultural Engineering

The Applied Agricultural Engineering program of study explores the occupations and educational opportunities associated with applying knowledge of engineering technology and biological science to agricultural problems concerned with power and machinery, electrification, structures, soil and water conservation, and processing agricultural products. This program of study may also include exploration into diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.

Principles of Agriculture, Food & Natural Resources **Grades 10-12 (1 Credit)**

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need to have opportunities to learn, reinforce the experience, apply, and transfer their knowledge and skills in a variety of settings

Agricultural Mechanics and Metal **Grades 10-12 (1 Credit)**

To be prepared for careers in agricultural power, structural, and technical systems, students need to 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. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge skills and technologies in a variety of settings. This course 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 metalworking techniques.

Agricultural Structures Design & Fabrication **Grades 10-12 (1 Credit)**

To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

Agricultural Equipment Design & Fabrication **Grades 11-12 (2 Credits)**

In the Agricultural Equipment Design & Fabrication course, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication.

Practicum of Agriculture, Food & Natural Resources **Grades 11-12 (3 Credits)**

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Food Science and Technology
Statewide Program of Study

The Food Science and Technology program of study explores the occupations and educational opportunities associated with working with agricultural and food scientists in food, fiber, and animal research, production, and processing. This program of study may also include assisting with animal breeding, nutrition, and conducting tests and experiments to improve yield and quality of crops or to increase the resistance of plants and animals to disease or insects.

Recommended Course Sequence

Freshman Year

- Principles of Agriculture, Food, and Natural Resources

Sophomore Year

- Food Technology and Safety/Lab

Junior Year

- Food Processing/Lab

Senior Year

- Practicum in Agriculture, Food, and Natural Resources

Postsecondary Opportunities

Associates Degrees

- Food Science

Bachelor's Degrees

- Agricultural and Food Products Processing
- Food Science and Nutrition
- Food Science and Technology

Master's, Doctoral, and Professional Degrees

- Food Science and Technology

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Tour a food products processing facility • Participate in Texas FFA	• Intern at a food products processing facility • Participate in an FFA supervised agriculture experience

Industry-Based Certifications

- Culinary Meat Selection & Cookery Certification
- Food Safety & Science Certification

Scan Here For More Information

bit.ly/bhcteag

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Agricultural and Food Science Technicians	$34,382	236	11%
Supervisors of Production and Operating	$62,171	5,094	9%
Inspectors, Testers, Sorters, Samplers, and Weighers	$37,689	6.653	%%

Successful completion of the Food Science and Technology program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022

TEA Texas Education Agency

Agriculture, Food and Natural Resources

Program of Study: Food Science and Technology

Principles of Agriculture, Food & Natural **Grades 9-12 (1 Credit)**

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need to have opportunities to learn, reinforce the experience, apply, and transfer their knowledge and skills in a variety of settings

Food Technology & Safety (E) (Course offered on even years) * **Grades 10-12 (1 Credit)**

A coursed teaching the importance of concerned with world food production; the processing, preparing, and packaging of foods; government regulations regarding foods; exploring career opportunities; and leadership development.

Food Processing (O) (Course offered on odd years) * **Grades 10-12 (1 Credit)**

A laboratory-oriented course designed to develop skills in the processing of meat. The course emphasizes equipment care and sanitation, meat quality, identification, grading, fabrication, preparation and preservation, and merchandising and consumer trends. Instruction will include information on career opportunities, leadership activities, and record-keeping practices related to the industry.

Practicum of Agriculture, Food & Natural Resource **Grades 11-12 (3 Credits)**

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

Odd and Even Year Course Offerings

The marking of courses as available in an odd year (O) or an even year (E) refers to the whole academic year. Thus, a course scheduled for (O), odd year, would be given in an odd-starting academic year, such as 2023-2024, that fall or the next spring. One marked (E), even year, would be available in an even-starting academic year, such as 2024-2025, that fall or the next spring. If unspecified, the course is offered both semesters.

Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life - food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Plant Science
Statewide Program of Study

The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.

Recommended Course Sequence

Freshman

- Principles of Agriculture, Food, and Natural Resources

Sophomore

Junior

- Floral Design/Lab

Senior

- Advanced Floral Design
- Practicum in Agriculture, Food, and Natural Resources

Postsecondary Opportunities

Associates Degrees
- Applied Horticulture/ Horticulture Operations, General
- Ornamental Horticulture
- Agricultural Business and Management, General
- Turf and Turfgrass Management

Bachelor's Degrees
- Applied Horticulture/ Horticulture Operations, General
- Agronomy and Crop Science
- Agricultural Business and Management, General
- Turf and Turfgrass Management

Master's, Doctoral, and Professional Degrees
- Applied Horticulture/ Horticulture Operations, General
- Agronomy and Crop Science
- Agricultural Business and Management, General
- Farm/Farm and Ranch Management

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Participate in Texas FFA	• Work at a florist or landscaper business • Participate in an FFA supervised agriculture experience

Industry-Based Certifications

- Texas State Florist's Association Knowledge Based Floral Certification
- Texas State Florist's Association Level I Floral Certification

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Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Soil and Plant Scientists	$54,662	116	21%
Tree Trimmers and Pruners	$32,240	589	14%
Pesticide Handlers, Sprayers, and Applicators	$36.733	196	22%
Landscaping Supervisors	$44,408	807	19%
Biological Technicians	$42,931	452	17%

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022

TEA Texas Education Agency

Agriculture, Food and Natural Resources

Program of Study: Plant Science

Principles of Agriculture, Food & Natural Resources **Grades 9-12 (1 Credit)**

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need to have opportunities to learn, reinforce the experience, apply, and transfer their knowledge and skills in a variety of settings

Floral Design **Grades 10-12 (1 Credit)**

Floral Design course scope and sequence within the Agriculture, Food, and Natural Resources Career Cluster® summarizes the content to be taught, and one possible order for teaching the units of instruction. A brief description of each unit and the corresponding TEKS are included. This scope and sequence may be adapted or adopted by the local education agency.

Advanced Floral Design **Grades 10-12 (1 Credit)**

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

Practicum of Agriculture, Food & Natural Resources **Grades 11-12 (3 Credits)**

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

Architecture and Construction Career Cluster

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Carpentry
Statewide Program of Study

The Carpentry program of study explores the occupations and educational opportunities related to constructing, installing, or repairing structures and fixtures made of wood, such as concrete forms (including frameworks, partitions, joists, studding, rafters, and stairways). This program of study may also include exploration into installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings.

Recommended Course Sequence

Freshman

- Principles of Construction

Sophomore

- Construction Technology I

Junior

- Construction Technology II

Senior

- Practicum of Construction

Postsecondary Opportunities

Associates Degrees

- Carpentry/Carpenter
- Industrial Mechanics and Maintenance Technology

Bachelor's Degrees

- Construction Science

Master's, Doctoral, and Professional Degrees

- Construction Management

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Shadow a carpenter or millwright	• Obtain an NCCER certification in

Industry-Based Certifications

- NCCER Core

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bit.ly/bhcteconstruction

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Carpenters	$35,922	5,031	26%
Cost Estimators	$63,939	2,239	21%

Successful completion of the Carpentry program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Architecture and Construction Career Cluster

Program of Study: Carpentry

Principles of Construction **Grades 9-12 (1 Credit)**

Principles of Architecture and Construction provides an overview of the various fields of architecture, interior design, construction science, and construction technology; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings.

Entrepreneurship **Grades 10-12 (2 Credits)**

In Entrepreneurship, students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. 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. In addition, students will understand the capital required, the return on investment desired, and the potential for profit.

Construction Technology I **Grades 10-12 (2 Credits)**

In Construction Technology, students gain knowledge and skills specific to those needed to enter the workforce as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

Construction Technology II **Grades 10-12 (2 Credits)**

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

Practicum of Construction Technology **Grades 10-12 (2 Credits)**

In Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases, students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

Arts, Audio/Video Technology, and Communications Career Cluster

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Digital Communications
Statewide Program of Study

The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

Recommended Course Sequence

Freshman

- Principles of Arts, Audio/Video Technology, and Communications

Sophomore

- Audio/Video Production I

Junior

- Audio/Video Production II

Senior

- Practicum of Audio/Video Production
- Career Preparation

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Shadow a production team	• Intern at a local television station or video production company • Work with a local company on a project

Industry-Based Certifications

- Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign

Postsecondary Opportunities

Associates Degrees
- Recording Arts Technology/Technician
- Cinematography and Film/Video Production
- Radio and Television Broadcasting Technology/Technician
- Music Technology

Bachelor's Degrees
- Recording Arts Technology/Technician
- Cinematography and Film/Video Production
- Radio and Television
- Agricultural Communication/Journalism

Master's, Doctoral, and Professional Degrees
- Communications Technology/Technician
- Cinematography and Film/Video Production
- Radio and Television
- Agricultural Communication/Journalism

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Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Sound Engineering Technicians	$39,562	79	27%
Camera Operators, Television, Video, and Motion Picture	$50,024	129	9%
Audio and Video Equipment Technicians	$40,581	757	29%
Film and Video Editors	$47,382	118	23%

Successful completion of the Digital Communications program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

TEA Texas Education Agency

Arts, A/V Technology and Communication Career Cluster

Program of Study: Digital Communication

Principles of AV Technology & Communication **Grades 9-12 (1 Credit)**

The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

Graphic Design and Illustration I and II* **Grades 9-12 (1 Credit)**

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio-Video Technology, and Communications careers cluster, students will be expected to develop an understanding of the print industry with a focus on fundamental elements and principles of visual art and design. Through project-based learning, the students will develop various graphic design materials including the Barbers Hill High School Yearbook. *Must have yearbook teacher approval.

Practicum in Graphic Design and Illustration **Grades 11- 12 (2 Credit)**

Practicum in Graphic Design and Illustration course scope and sequence within the Arts, A/V Technology, and Communications Career Cluster® summarizes the content to be taught, and one possible order for teaching the units of instruction. Through project-based learning, the students will develop various graphic design materials including the Barbers Hill High School Yearbook. *Must have yearbook teacher approval.

Arts, Audio/Video Technology, and Communications Career Cluster

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Graphic Design & Multimedia Arts

Statewide Program of Study

The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

Recommended Course Sequence

Freshman

- Principles of Arts, A/V Technology, and Communications

Sophomore

- Graphic Design and Illustration I/Lab

Junior

- Graphic Design and Illustration II/Lab

Senior

- Practicum in Graphic Design and Illustration

Postsecondary Opportunities

Associates Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Bachelor's Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Master's, Doctoral, and Professional Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Intermedia/Multimedia

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Intern with a multimedia or animation studio

Industry-Based Certifications

- Adobe Certified Professional in Digital Video Using Adobe Premiere Pro

- Adobe Certified Professional Animate*

*IBC Sunsetting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	$44,824	1,433	15%
Multimedia Artists and Animators	$67,392	186	21%

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Arts, A/V Technology and Communication Career Cluster

Program of Study: Graphic Design and Multimedia Arts

Principles of AV Technology & Communication **Grades 9-12 (1 Credit)**

The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

Audio/Video Production I **Grades 10-12 (1 Credit)**

Careers in audio and video technology and film production span all aspects of the audio and video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio-Video Technology, and Communications careers cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

Audio/Video Production II **Grades 10-12 (1 Credit)**

Students study the role of media as a tool within the academic, social, and demographic processes as they influence tastes, behavior, purchasing, and voting decisions. In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities with an opportunity to be a part of the Eagle Eye Production Team which helps run the district's video scoreboard.

Practicum in Audio/Video Production **Grades 11-12 (2 Credits)**

Building upon the concepts taught in Audio/Video Production II and its co-requisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop an increased understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Business Management
Statewide Program of Study

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods.

Recommended Course Sequence

Freshman

- Business Information Management I/Lab

Sophomore

- Business Information Management II/Lab

Junior

- Business Management

Senior

- Practicum in Business Management

Postsecondary Opportunities

Associates Degrees

- Business Administration
- Business/Commerce
- Public Administration
- Business Management

Bachelor's Degrees

- Business Administration
- Business/Commerce
- Public Administration
- Management Science

Master's, Doctoral, and Professional Degrees

- Business Administration
- Business Management
- Public Administration
- Management Science

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Intern with a local business or chamber of commerce

Industry-Based Certifications

- Microsoft Office Specialist: Microsoft Access Expert (Access and Access 2019)
- Microsoft Office Specialist: Microsoft Excel Expert (Excel and Excel 2019)
- Microsoft Office Specialist: Microsoft Word Expert (Word and Word 2019)

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Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Supervisors of Administrative Support Works	$57,616	14,982	20%

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

TEA Texas Education Agency

Business, Marketing, and Finance Career Cluster

Program of Study: Business Management

Business Information Management I **Grades 9-12 (1 Credit)**

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods.

Business Information Management II **Grades 9-12 (1 Credit)**

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 **Grades 10-12 (1 Credit)**

Business Management is designed to familiarize students with the 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 of Business Management **Grades 11-12 (2 Credits)**

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies.

Education and Training Career Cluster

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Teaching and Training
Statewide Program of Study

The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

Recommended Course Sequence

Freshman Year

- Principles of Education and Training

Sophomore Year

- Child Development

Junior Year

- Instructional Practices

Senior Year

- Practicum in Education and Training

Postsecondary Opportunities

Associates Degrees

- Teacher Education
- Education, General (or specific subject area)
- Special Education
- Health and Physical Education/Fitness

Bachelor's Degrees

- Bilingual and Multilingual Education
- Education, General (or specific subject area)
- Special Education
- Health and Physical Education/Fitness

Master's, Doctoral, and Professional Degrees

- Instruction and Learning
- Educational Leadership and Administration, General
- Special Education
- Social and Philosophical Foundations of Education

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Participate in the Texas Association of Future Educators	• Teach a community education class • Intern as a teaching assistant or tutor • Serve as a camp counselor

Industry-Based Certifications

- Educational Aide I

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Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Adult Basic and Secondary Education and Literacy Teachers and Instructors	$48,069	862	17%
Middle School Teachers, Except Special and Career/Technical Education	$54,510	6,407	15%
Career and Technical Education Teachers, Secondary School	$56,360	719	9%
Special Education Teachers, Secondary School	$56,720	980	18%

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service endorsement. Revised – August 2022

Education and Training Career Cluster

Program of Study: Teaching & Training

The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and the creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

Principles of Education & Training **Grades 9-12 (1 Credit)**

This course is designed to introduce learners to the various careers available within the education and training career cluster. Students will use self-knowledge and educational information to analyze various careers within the education and training career cluster. Students will gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster.

Child Development **Grades 10-12 (1 Credit)**

Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs.

Instructional Practices in Education & Training **Grades 11-12 (2 Credit Class)**

Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. A student must have an excellent discipline record to participate in this course.

Practicum of Education & Training **Grade 12 (2 Credit Class)**

Practicum in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. 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 Career Cluster

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Diagnostic and Therapeutic Services
Statewide Program of Study

The Diagnostic and Therapeutic Services program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

Recommended Course Sequence

Freshman

- Principles of Health Science

Sophomore

- Medical Terminology

Junior

- Anatomy and Physiology
- Health Science Theory/Health Science Clinical

Senior

- Practicum in Health Science/Extended Practicum in Health Science

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Participate in Health Occupation Students of America	• Volunteer at a community wellness center, hospital, assisted living, or nursing home

Industry-Based Certifications

- Certified EKG Technician
- Certified Patient Care Technician (CPCT)

Postsecondary Opportunities

Associates Degrees
- Dental Hygienist
- Medical/Clinical Assistant

Bachelor's Degrees
- Dental Hygienist

Master's, Doctoral, and Professional Degrees
- Dentist
- Physician Assistant
- Family and General Practitioners
- Pharmacist

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Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Medical Assistants	$29,598	8,862	30%
Surgical Technologists	$45,032	1,150	20%
Dental Hygienists	$73,507	1,353	38%
Physicians and Surgeons	$213,071	1,151	30%

Successful completion of the Diagnostic and Therapeutic Services program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022

TEA Texas Education Agency

Health Science Career Cluster

Program of Study: Diagnostic and Therapeutic Services

The Diagnostic and Therapeutic Services program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

Principles of Health Science **Grades 9-12 (1 Credit)**

The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. Students will learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students will be expected to work well with others.

Medical Terminology **Grades 10-12 (1 Credit)**

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Practicum in Health Science **Grades 11-12 (2 Credits)**

The Practicum in Health Science course is designed to give students 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.

Dual Credit Human Anatomy and Physiology **Grades 10-12 (1 Credit)**

BIOL 2401 – Human Anatomy and Physiology I (Lee College)

This course consists of the fundamentals of human anatomy and physiology with an emphasis on the etiology and functions of anatomical systems. Laboratory includes the dissection of a mammal, the study of selected mammalian organs, histological studies, and physiological experiments.

BIOL 2402 – Human Anatomy and Physiology II (Lee College)

This course is a continuation of the fundamentals of human anatomy and physiology with an emphasis on the etiology and functions of anatomical systems. Laboratory includes the dissection of a mammal, the study of selected mammalian organs, histological studies, and physiological experiment.

Engineering Career Cluster

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Engineering
Statewide Program of Study

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

Recommended Course Sequence

Freshman

- Introduction to Engineering Design (PLTW)

Sophomore

- Manufacturing Engineering Technology I

Junior

- Engineering and Design and Development (PLTW)

Senior

- Engineering Design and Problem Solving

Postsecondary Opportunities

Associates Degrees

- Electrical and Electronics Engineering
- Drafting and Design Technology/ Technician, General
- Engineering Technology

Bachelor's Degrees

- Electrical and Electronics Engineering
- CAD/CADD Drafting and/or Design Technology/ Technician
- Bioengineering and Biomedical Engineering
- Construction Engineering Technology/ Technician

Master's, Doctoral, and Professional Degrees

- Electrical and Electronics Engineering
- Mechanical Engineering
- Bioengineering and Biomedical Engineering

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Intern at an engineering firm
- Shadow a machinist

Industry-Based Certifications

- Autodesk Certified Professional Fusion 360
- Engineering Technology Foundations
- Pre-Engineering/Engineering Technology - Job Ready

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Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	$110,843	481	9%
Industrial Engineers	$97,074	1,263	10%
Mechanical Engineers	$91,107	1,535	11%
Chemical Engineers	$112,819	474	9%
Electrical Engineers	$98,405	1,137	105

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised – August 2022

TEA Texas Education Agency

Engineering Career Cluster

Program of Study: Engineering Foundations

The Engineering Foundation program of study focuses on occupational and educational opportunities associated with a wide range of skills applied in the Engineering industry. Students will design, test and evaluate projects related to engines, machines and structures. This program of study includes applying scientific, mathematical, and empirical evidence to solve problems through innovation, design and construction, operations and maintenance of different engineering systems.

Principles of Applied Engineering Engineering **Grades 9-12 (1 Credit)**

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

Engineering Design Process **Grades 10-12 (1 Credit)**

TBA

Engineering Design and Presentation **Grades 11-12 (1 Credit)**

Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Engineering Design and Problem-Solving (Science Credit) **Grades 11-12 (1 Credit)**

Students enrolled in this course will demonstrate the knowledge and skills necessary for the robotic and automation industry. Through the implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Information Technology Career Cluster

The Information Technology (IT) career cluster focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from Software Developer and Programmer to Cybersecurity Specialists and Network Analysts.

Programming and Software Development
Statewide Program of Study

The Programming and Software Development program of study focuses on occupational and educational opportunities associated with researching, designing, developing, testing, and operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program am of study includes creating, modifying, and testing the codes, forms, and script that allow computer applications to run.

Recommended Course Sequence

Freshman

- Algebra

Sophomore

- Honors Computer Science I
- AP Computer Science Principles

Junior

- Honors Computer Science II
- AP Computer Science A

Senior

- Honors Computer Science III

Postsecondary Opportunities

Apprenticeships
- Computer Programmer Apprenticeship

Associate Degrees
- Computer Programming
- Web Page, Digital/Multimedia and Information Resources Design

Bachelor's Degrees
- Data Science
- Computer Engineering

Master's, Doctoral, and Professional Degrees
- Management Science
- Computer Software Engineering

Additional Stackable IBCs/License
- AWS Certified Developer Associate

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Intern at a local IT company to develop skills in programming and coding
- Shadow a software developer to learn how they create and improve software to support efficient processes at their company

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Computer User Support Specialists	$51,411	5,757	21%
Software Developers	$111,705	15,324	36%
Computer Programmers	$87,997	1,176	4%

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Information Technology Career Cluster

Program of Study: Programming and Software Development

The Programming and Software Development program of study focuses on occupational and educational opportunities associated with researching, designing, developing, testing, and operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study includes creating, modifying, and testing the codes, forms, and script that allow computer applications to run.

Honors Computer Science I **Grades 9-12 (1 Credit)**

Computer Science is an introduction to the automated processing of information, including computer programming. This course gives students the conceptual background necessary to understand and construct programs, including the ability to specify computations, understand evaluation models, and utilize major constructs such as functions and procedures, data storage, conditionals, recursion, and looping. At the end of this course, students should be able to read and write small programs in the language of Java in response to a given problem or scenario, preparing them to continue on to Computer Science II or AP Computer Science A. This course may count as a world language (cannot count as technology credit AND world language credit). Students should also be aware of university admission requirements when making the decision to forgo LOTE courses, as many universities require foreign language credit.

Honors Computer Science II **Grades 10-12 (1 Credit)**

Computer Science II teaches college-level computer science concepts. The curriculum will build upon the topics addressed in Computer Science I. Object-oriented components in the language of Java will be stressed. Other topics include decision-making, looping, arrays, inheritance, interfaces, abstract classes, Java collections, sorting, and searching. This course may count as a world language (Cannot count as technology credit AND world language credit). Students should also be aware of university admission requirements when making the decision to forgo LOTE courses, as many universities require foreign language credit.

Honors Computer Science III **Grades 11-12 (1 Credit)**

Advanced Computer Science is a continuation of Computer Science AP and builds upon such topics as object-oriented programming, inheritance, and classes. Students go on to address advanced topics such as stacks, queues, advanced recursion, linked lists, binary trees, advanced sorting, and searching topics in preparation for and alignment with college-level computer science. This course may count as a foreign language (cannot count as technology credit AND world language credit).) Students should also be aware of university admission requirements when making the decision to forgo LOTE courses, as many universities require foreign language credit.

AP Computer Science Principles **Grades 10-12 (1 Credit)**

AP Computer Science A is a programming course designed to cover the Advance Placement (AP) Computer Science AP Exam topics. The curriculum will build upon the topics addressed in Computer Programming I. Object-oriented components in the language of Java will be stressed. Other topics include decision-making, looping, arrays, inheritance, interfaces, abstract classes, Java collections, sorting, searching, and the AP Case Study. This course qualifies as a math credit in the first semester and a world language credit in the second semester. Students should also be aware of university admission requirements when making the decision to forgo LOTE courses, as many universities require foreign language credit.

AP Computer Science Principles A **Grades 11-12 (1 Credit)**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into

Information Technology Career Cluster

The Information Technology (IT) career cluster focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from Software Developer and Programmer to Cybersecurity Specialists and Network Analysts.

Cybersecurity
Statewide Program of Study

The Cybersecurity program of study focuses on occupational and educational opportunities associated with planning, implementing, upgrading, or monitoring security measures for the protection of computer networks and information. This program of study includes responding to computer security breaches and viruses and administering network security measures.

Recommended Course Sequence

Freshman

- Honors Computer Science I

Sophomore

- AP Computer Science Principles

Junior

- AP Computer Science A

Senior

- AP Cybersecurity

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Intern at a local bank, hospital, or government office to develop skills in implementing security measures
- Interview with an information security analyst to learn how they plan for, monitor, and upgrade security measures at their organization

Postsecondary Opportunities

Associate Degrees
- Computer and Information Systems Security
- Computer Programming

Bachelor's Degrees
- Computer Science
- Computer Software Engineering

Master's, Doctoral, and Professional Degrees
- Computer and Information Systems Security/Auditing/Information Assurance
- Computer Software Engineering

Additional Stackable IBCs/License
- Certified Ethical Hacker (CEH)

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Computer User Support Specialists	$51,411	5,757	21%
Software Developers	$111,705	15,324	36%
Information Security Analysts	$110,268	1719	49%

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Information Technology Career Cluster

Program of Study: Cybersecurity

The Cybersecurity program of study focuses on occupational and educational opportunities associated with planning, implementing, upgrading, or monitoring security measures for the protection of computer networks and information. This program of study includes responding to computer security breaches and viruses and administering network security measures.

Honors Computer Science I **Grades 9-12 (1 Credit)**

Computer Science is an introduction to the automated processing of information, including computer programming. This course gives students the conceptual background necessary to understand and construct programs, including the ability to specify computations, understand evaluation models, and utilize major constructs such as functions and procedures, data storage, conditionals, recursion, and looping. At the end of this course, students should be able to read and write small programs in the language of Java in response to a given problem or scenario, preparing them to continue on to Computer Science II or AP Computer Science A. This course may count as a world language (cannot count as technology credit AND world language credit). Students should also be aware of university admission requirements when making the decision to forgo LOTE courses, as many universities require foreign language credit.

AP Computer Science Principles **Grades 10-12 (1 Credit)**

AP Computer Science A is a programming course designed to cover the Advance Placement (AP) Computer Science AP Exam topics. The curriculum will build upon the topics addressed in Computer Programming I. Object-oriented components in the language of Java will be stressed. Other topics include decision-making, looping, arrays, inheritance, interfaces, abstract classes, Java collections, sorting, searching, and the AP Case Study. This course qualifies as a math credit in the first semester and a world language credit in the second semester. Students should also be aware of university admission requirements when making the decision to forgo LOTE courses, as many universities require foreign language credit.

AP Computer Science Principles A **Grades 11-12 (1 Credit)**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internetwork, explore their potential impacts and contribute to a computing culture that is collaborative and ethical. (cannot count as a world language/LOTE credit)

AP Cybersecurity **Grades 11-12 (1 Credit)**

AP CK Cyber: Security

Description: Designed by College Board to parallel college-level cybersecurity courses, AP CK Cyber: Security helps students build foundational cybersecurity skills in determining vulnerabilities and assessing the risk posed by those vulnerabilities. Students use their understanding of those vulnerabilities to determine, evaluate, and recommend a layered set of security mitigations. Students determine and evaluate strategies for detecting malicious cyber activity on a device or network and analyze digital records for indicators of compromise. Students practice these skills across a variety of domains of security including physical spaces, computer networks, individual devices, and data and applications. Students research emerging cybersecurity trends and consider the impact of new technologies on the security landscape. The course is designed to support student learning no matter a student's prior content knowledge or academic skills.