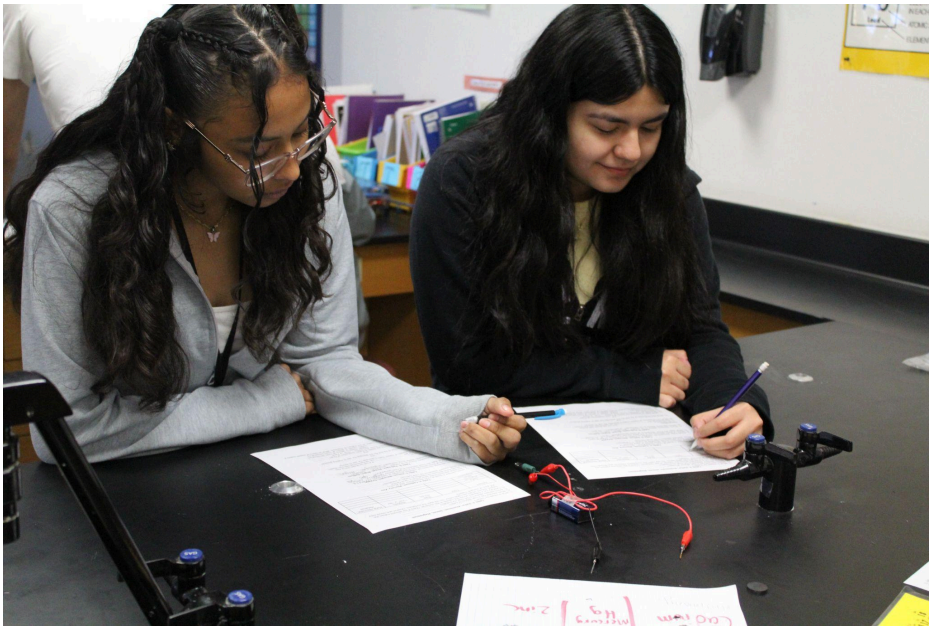
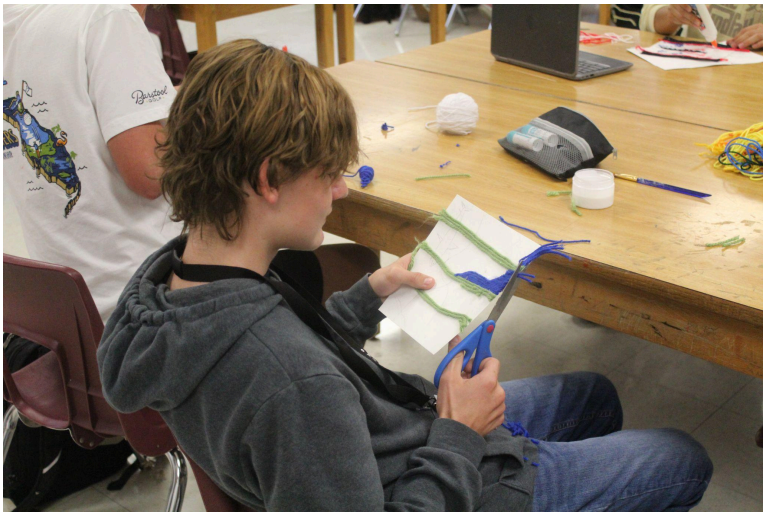
BRIDGEPORT
INDEPENDENT SCHOOL DISTRICT

Bridgeport High School

Academic Planning Guide

2026-2027





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Planning Your High School Program

The purpose of this guide is to assist students as they plan their academic future.

Counseling services are available at all schools to support students in meeting academic requirements, planning for postsecondary opportunities, and addressing personal and social needs. School counselors and Student Services collaborate with students, parents, and teachers to ensure appropriate course selection for graduation and to provide student services throughout the year.

Students are encouraged to utilize catalogs, handbooks, and online resources when exploring postsecondary options. These opportunities include admission to two- and four-year colleges and universities, technical and vocational schools, and enlistment in the United States Armed Forces. Financial aid resources and a college application platform are also available to assist students and families in preparing for educational expenses. In addition, students are encouraged to seek additional guidance materials to support their academic and career planning for their personal growth.

For additional information, please contact the School Counseling Office.

Bridgeport High School	**940-683-4064**
Alternative Learning Center	**940-683-1830**

In case of conflict between the Academic Planning Guide and Bridgeport ISD Board Policy Manual, and/or any other administrative regulations, the Bridgeport ISD Board Policy Manual shall prevail. Bridgeport ISD provides public access to the Board Policy Manual on its website.

Four Year College & Career Readiness Plan

9th Grade Checklist Freshman year, you will want to find out all of the things your school has to offer, become involved in activities, create your goals, and get off to the right start. We are here to help.	
Fall	**Get involved** Extracurricular activities (both school and non-school-sponsored) are an important part of high school. Make the effort to get involved with groups, clubs, or teams that interest you. These activities are fun, make you a well- rounded student, and help create your resume of experiences for postsecondary applications. A complete list of clubs and organizations can be found on the school websites. **Make the grade** Get off to a good start with your grades because they will impact your grade point average (GPA) and class rank. Although college seems like a long way off right now, grades really do count toward college admissions and scholarships. At this stage in the game, you are laying the foundation for your high school career. Freshman year is a time to establish your academic and extracurricular credentials. You should also begin to explore options for your career or further education.
Winter	**Meet your counselor** Your counselor is ready and willing to help you make sense of your college and career options. As soon as you can, set up a meeting to talk about your plans for high school and the future. **Explore your interests and possible careers** Discuss your skills and interests with your school counselor and take advantage of numerous Career and Technical Education (CTE) opportunities at your school.
Spring/Summer	**Build your credentials** Keep track of academic and extracurricular awards, community service achievements, and anything else you participate in so it will be easier to remember later. It will come in handy when you want to highlight your accomplishments—such as when you are filling out college applications or creating a resume. **Start learning about colleges and careers** Look at the college and career information available in your counselor's office, school, and public libraries. Use the internet to check out college and career websites. You may even want to start a list of colleges that might interest you. **Make summer count** There are plenty of ways to have fun and build your credentials during the summer such as volunteering, getting a job, or signing up for an enrichment program.

10th Grade Checklist

Sophomore year, you will want to stay on track with your high school classes and activities and begin to narrow down the plan for your future.

Fall	**Take a practice PSAT** Taking the PSAT as a sophomore will help prepare you for the real thing next year. Bridgeport ISD administers the PSAT to all 10th and 11th graders. **Stay on track with your courses** Work with your school counselor to make sure you are enrolled in the courses you need to prepare you for college or a career. **Begin learning about the college admissions process** Get familiar with general college entrance requirements. The school counselor's office, the library, college websites, and advice articles are all good sources of information. **Continue exploring potential careers** Explore your college options in more detail—research possible careers to learn about the tasks, education, and training necessary for each occupation.
Winter	**Take on new roles** Stay involved with your extracurricular activities and work toward leadership positions in the activities you like best. Become involved in community service and other volunteer activities. Build your postsecondary resume. **Practice your writing** You will need good writing skills no matter what path you pursue, so work on those skills now to be prepared. Find a teacher or another adult who can advise and encourage you to write well. **Get advice from your counselor** Meet with your school counselor to make sure you are staying on track. You can also discuss your PSAT scores and ask about postsecondary enrollment options and Advanced Academics courses.
Spring/Summer	**Keep your grades up** It is so important to remain focused on doing well in your classes. Remember that your grades affect your GPA and class rank—two factors that colleges consider in the admissions process. **Start your college search** Use our college search tools to decide which factors are important to you and see a list of colleges that match your criteria. Attend college fairs and read the material you get from all types of schools—you may see something you like. **Contact colleges that interest you** Write to schools and ask for more information about their academic requirements and any programs or activities that you are interested in. It is especially important to start this process now if you think you want to attend a military academy. **Get a summer job** Finding steady summer work will look good to prospective colleges and employers. Saving the money you earn for college will also help you get a head start on financial planning for postsecondary goals. **Read! Read! Read!** Developing your reading skills will help prepare you for tests and make you a well-rounded individual. Read as many books as you can, including articles on current events.

11th Grade Checklist

Junior year is a key year in the college planning process because you will be taking standardized tests, narrowing down your college list, and learning more about financial aid. In addition, you should stay involved in your high school courses and activities.

Fall	**Stay on track with your classes and grades** Meet with your counselor to see what you still need to take. Check on your class rank and your GPA. Even if your grades have not been as strong as you hoped, it is never too late to improve. Colleges like to see an upward trend on your course grades. **Take the PSAT** Taking the PSAT qualifies you for the National Merit Scholarship Program, which means you could earn money for college. In addition, it is a good way to practice for the ACT and/or SAT. Bridgeport ISD offers the PSAT to all 10th and 11th graders and provides the SAT to all 11th graders in the spring of their junior year. **Evaluate your postsecondary options** Now is the time to follow a more specific path. Decide whether you want to pursue full-time employment, further education or training (such as a vocational-technical school, career college, or two-year or four-year college), or a military career. If you are interested in attending a military academy, talk to your school counselor about starting the application process now. **Make a college list** Your list of colleges should include schools that meet your most important criteria (for example, size, location, cost, academic majors, or special programs). Consider each of these factors according to their importance to you and develop a preliminary ranking of the schools on your list. **Continue gathering college information** Attend the Bridgeport ISD College Night and speak with college and career representatives. Use the online college finder to search top college lists. You may be able to narrow your choices or add a school to your list. **Make sure you are meeting any special NCAA requirements** If you want to play Division I or II sports in college, start the certification process and check with your counselor to make sure you are taking a core curriculum that meets NCAA requirements.
Winter	**Stay involved with extracurricular activities** Colleges look for consistency and depth in the non-academic activities you pursue. Taking on leadership roles and making a commitment to the same groups are more important than trying out tons of new activities each year. **Begin narrowing down your college choices** Make sure you have all the information you need about the colleges you are interested in (entrance requirements, tuition, room and board costs, course offerings, student activities, financial aid, etc.). Then, begin comparing the schools by the factors that are most important to you and rank your choices. **Take standardized tests** Performance on the SAT or ACT is one of the most important criteria for college admission. Register for and take the ACT or SAT. Be sure you have requested (either by mail or online) that your test scores be sent to the colleges of your choice. Bridgeport ISD offers the PSAT to all 10th and 11th graders and provides the SAT to all 11th graders spring of their junior year. **Prepare a challenging schedule for senior year** Meet with your counselor to determine which classes you will take next year and to make sure you are on track for graduation. Colleges do consider your senior year courses and grades, so stick with a schedule that challenges you.
Spring	**Apply for a summer job or internship** Summer employment and internships, in fields you are interested in, will look appealing on a college application or resume. The money you earn can also be used to help pay application and testing fees in the fall. **Set up appointments at your top college choices** You will need to plan ahead when visiting colleges. Call the admissions office to set up a personal interview, tour, and a meeting with a professor or coach if you are interested. You can also begin your application. Juniors can have up to two excused absences for college visits.

Summer	**Visit colleges** Visit the campuses of your top five college choices. Take a tour and speak with the admissions and financial aid staff. You may also be able to talk to students if some classes are in session. If you have an interview, be sure to send a thank-you letter to the interviewer once you return home. **Get advice from other college students** If you have friends or relatives in college, talk to them about what college life is like, especially if they attend a school of interest. Although it is important to hear what the admissions staff has to say about a school, it is also important to get the students' perspective. **Start working on your application essays** Compose rough drafts of the essays you will need for your college applications. Have a teacher read and discuss them with you so you can see what to work on. Make any revisions to your application essays and prepare final drafts. Do not forget to proofread your final essays a few times. **Make early decision preparations** If you plan to apply early to any school, take the time to visit the school again and make sure you are willing to commit. If you elect to apply early decision, you should start working on your application as soon as possible because the deadline will be earlier than others.

12th Grade Checklist

Senior year is often an extremely busy time with schoolwork, activities, and special events.
Be sure to stay on track with your college admissions process. Get organized, be aware of deadlines, and do not procrastinate.

Fall

Continue to visit schools

Fall is a great time to look at the schools on your college lists because classes are in session and you are better able to visit with college students and professors. You may even be able to sit in on a class or two. Seniors can have up to two excused absences for college visits.

Finalize your college list

When applying to college, use the information you have gathered from college visits, interviews, and your own research. It is okay to apply to colleges that you think will be more difficult to get accepted. It is also important to put a few safety schools (where you are sure you will get in) on your list. Talk to counselors, teachers, and parents about your final choices.

Stay on track with your grades and extracurricular activities

Colleges will look at what you have done in your senior year, so stay focused on doing well in your classes and maintaining a commitment to extracurricular activities.

Submit financial aid forms

No matter your family's income level, the FAFSA/TASFA is your main priority for financial aid purposes as it will determine how much you are expected to pay toward your college expenses. The FAFSA/TASFA form is required per House Bill 3 to meet graduation requirements. Students who wish to submit an opt-out form need to see their high school counselor. More information can be found at College for All Texans**.**

Take standardized tests

Register for and take the ACT or SAT.

Be sure you have requested your test scores be sent to the colleges of your choice.

Keep track of deadlines

You will be filling out many forms this year, so it is important to know which form is due when. Make a calendar showing the application deadlines for admission, financial aid, and scholarships. Please refer to the Bridgeport ISD Local Scholarship deadline criteria.

Ask for letters of recommendation

Give letter of recommendation forms to the teachers you have chosen, along with stamped, addressed envelopes (if needed) so your teachers can send them directly to the colleges. Be sure to fill out your name and address and the school name on each form. Discuss your goals and ambitions with your teachers so they will be more prepared to write about you. Be sure to write a thank you note to each individual who recommended you.

Meet with your counselor

Your counselor can help you stay on track with admissions requirements. Make sure your counselor knows to which colleges you want transcripts, score reports, and letters mailed. Give your counselors any necessary forms much earlier than the actual deadlines so they will be able to submit them on time.

Complete applications

Finish the application forms for your schools of interest. Proofread your applications and make extra copies before you send them. Make sure you and your school's counseling office have sent all necessary materials, including test scores,
recommendations, transcripts, and application essays. You should plan to get all this done before winter break so you will not be rushing to make deadlines.

Transcripts:

Official transcripts must be requested using the Bridgeport ISD Form.

Winter

Scholarship search

Apply for scholarships that have deadlines approaching and keep searching for more scholarship and grant opportunities. Using online scholarship search tools is a great way to find potential aid. Ask colleges about available scholarships. Please refer to the Bridgeport ISD Local Scholarship deadline criteria.

Send mid-year grade reports

Ask your counselor to send your mid-year grade reports to your college of interest. Remember that schools will continue to keep track of your grades, so it is important to keep working hard throughout your senior year.

Spring	**Watch your mail and email for notifications from colleges** If you applied under the regular application process, you should receive an admissions decision by March or April. Notifications of financial aid awards should arrive by the end of April. **Compare financial aid packages** Make sure to consider each financial aid award carefully. If you have questions, contact the financial aid office of the college to get more information. Financial aid is a key factor in deciding where you will attend. **Prepare for any last standardized tests** You may be taking AP, IB, or UT OnRamps exams to earn college credit as the school year winds down. **Make your final college and career decisions** Notify all schools of your intent by May 1. If you are not sure which college offer to accept, make one more campus visit to the schools you are considering. Make sure to send your deposit to your chosen school and ask your school counselor to send your final transcript to the college in June.

Bridgeport ISD Graduation Plan

The goal of the Bridgeport ISD is that all students will graduate on the Foundation + Endorsement Distinguished Level of Achievement graduation plan and that all students will be college and career ready.

	Foundation with Endorsement(s) Or Distinguished Achievement with Endorsement	**Foundation High School Program *(may only be selected at the conclusion of the 10th grade year and with administrator approval)***
English Language Arts	**4 Credits** **· English I** **· English II** **· English III** **· Advanced English course**	**4 Credits** **· English I** **· English II** **· English III** **· Advanced English course**
Mathematics	**4 Credits** **· Algebra I** **· Geometry** **· Two advanced math courses*** **(*Algebra II is required for distinguished level of achievement and for some endorsements*)**	**3 Credits** **· Algebra I** **· Geometry** **· An advanced math course**
Science	**4 Credits** **· Integrated Physics and Chemistry (IPC)** **Should be taken concurrently with Algebra I. If you received Algebra I Honors credit in 8th grade, you will take Biology or Biology Honors in 9th grade instead of IPC Honors and will need three additional advanced science courses.** **· Biology** **· Two additional advanced science courses (Chemistry and/or Physics required for some programs of study.)**	**3 Credits** **· Integrated Physics and Chemistry (IPC)** **· Biology** **· One additional advanced science course**
Social Studies	**4 Credits** **· World Geography and/or World History** **· US History** **· Government/Economics (.5 credit each)**	**3 Credits** **· World Geography and/or World History** **· US History** **· Government/Economics (.5 credit each)**
Physical Education	**1 Credit**	**1 Credit**
Languages Other Than English	**2 Credits from the same language**	**2 Credits from the same language**
Fine Arts	**1 Credit**	**1 Credit**
Electives	**7 Credits** ***(Includes the credit requirements of the student's declared endorsement)***	**5 Elective Credits**
Total Credits	**26**	**22**

Bridgeport ISD Endorsements

Bridgeport ISD offers all five Texas Education Agency approved endorsements for our students. Students may choose to earn more than one endorsement. Please read through the information below when planning your student's endorsements.

Arts & Humanities	Business & Industry	Multidisciplinary	Public Service	STEM
The Arts and Humanities endorsement offers students an opportunity to study ancient and modern literature, history, language and culture. Students can earn this endorsement by doing one of the following: Social Studies: Students earn five credits Foreign Language: Students take four levels of the same foreign language OR Students take two levels of one foreign language and two levels of a different foreign language for a total of four credits Fine Arts: Students earn four credits in the same fine arts area OR Students take two levels of one fine arts area and two levels in a different fine arts area for a total of four credits	The Business and Industry endorsement incorporates a large number of career paths. Design & Multimedia Arts: Animation Commercial Photography Fashion, Graphic, or Video Game Design Digital Communications: Audio/Video Production Applied Agricultural Engineering: Agricultural Technology Plant Science: Floral Design Animal Science: Veterinary Medicine/Animal Science Architectural Design: Architecture Culinary Arts Accounting and Financial Services: Finance Business Management: Business Management Marketing & Sales: Marketing & Entrepreneurship Advanced Manufacturing and Machinery Mechanics Welding Technology Automotive Technology Auto body Technician/Painter	Students may earn a Multidisciplinary endorsement by completing the requirements from among the following options: Four by Four (4x4): Students take four courses in each of the four content areas: Four English credits to include English IV Four math credits Four science credits to include Biology and Chemistry Four social studies credits Advanced Courses: Students earn a total of four credits from Advanced Placement (AP) courses, Dual Credit (ASU), OnRamps (UT), or courses in English, math, science, social studies, foreign language, or fine arts Career & Technical Education: Students earn four credits of advanced courses that prepare them to enter the workforce or postsecondary education without remediation from within one endorsement area or among endorsement areas not in a coherent sequence	The Public Service endorsement offers courses directly related to the public services field. Education & Training: Teaching and training Healthcare Therapeutic: Pharmacy Technician Medical Internship Dental Assistant Patient Care Technician Electrocardiography (EKG) Central Sterile Processing	The STEM endorsement offers courses related to science, technology, engineering and advanced math. Engineering Cybersecurity/Computer Science Math: Students take Algebra I, Geometry, Algebra II and two of the following courses for which Algebra II is a pre-requisite: Advanced Algebra Pre-Calculus Pre-Calculus Honors AP Calculus AB or BC College Statistics Science: Students take Biology, Chemistry, Physics, and two of the following courses: Environmental Science Earth and Space Science AP Science courses Dual/Credit Science courses CTE courses which confer science credit

To earn an endorsement in Business & Industry or Public Service a student must take four or more Career & Technical Education (CTE) credits consisting of at least two courses in the same Program of Study that lead to a final course in the program. At least one course must be an advanced CTE course (11th or 12th grade). To earn an endorsement in STEM a student must take four or more credits in a STEM Program of Study. Students should aim to be a completer within one Program of Study. A completer is a student who completes, passes, and receives credit for three or more CTE courses for at least four or more credits (course selection must include at least one course listed in the third or fourth sequence of courses).

Grade Point System

Grade	AP/Dual Credit/Honors	Regular
100	5.0	4.0
99	4.9	3.9
98	4.8	3.8
97	4.7	3.7
96	4.6	3.6
95	4.5	3.5
94	4.4	3.4
93	4.3	3.3
92	4.2	3.2
91	4.1	3.1
90	4.0	3.0
89	3.9	2.9
88	3.8	2.8
87	3.7	2.7
86	3.6	2.6
85	3.5	2.5
84	3.4	2.4
83	3.3	2.3
82	3.2	2.2
81	3.1	2.1
80	3.0	2.0
79	2.9	1.9
78	2.8	1.8
77	2.7	1.7
76	2.6	1.6
75	2.5	1.5
74	2.4	1.4
73	2.3	1.3
72	2.2	1.2
71	2.1	1.1
70	2.0	1.0
Below 70	*0	0

General Information

Classification of Students

Senior privileges will be extended only to those students who are candidates for graduation and have acquired 18 credits prior to the current school year. To be classified as a junior, a student must have at least 12 credits toward graduation; a sophomore must have at least 6 credits toward graduation, and a freshman must have been promoted from the 8th grade.

Ranking of Students

Please refer to Bridgeport ISD EIC(LOCAL) policy.

Course Credit, Attendance, and Prerequisites

To receive credit or final grade in a course a student must attend at least 90% of the days the class is offered. A student who attends at least 75% but fewer than 90% of the days a class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, allowing the student to fulfill the instructional requirements for the class. For more information, see the Student Handbook.

Release Period(s)

Juniors and Seniors must be enrolled full time and be on track with credits, graduation requirements (this does include passing all STAAR/EOC tests for graduation), and CCMR to qualify for a release period in their schedule. Juniors are limited to one and Seniors are limited to two release periods with the following exception: seniors enrolled in three or more Advanced Academics courses requesting a third release period must have approval of the Principal. Students will lose the additional release period if they drop an AP/IB/Dual Credit/Dual Enrollment course.

Exclusions for Class Rank

The calculation of class rank shall exclude grades earned in credit recovery course; traditional correspondence course; distance learning course; local credit course; night school courses; a private or commercially sponsored physical activity program; or through credit by examination, with or without prior instruction per EIC(LOCAL).

Student Athletes

If you are planning to participate in college athletics, it is your responsibility to register and be certified by the National Collegiate Athletic Association Eligibility Center (NCAA) for Division 1, 2, and 3 and the National Association of Intercollegiate Athletics (NAIA) after completion of your junior year in high school. The NCAA Eligibility Center ensures consistent interpretation of NCAA/NAIA initial eligibility requirements for all prospective student athletes at all member institutions. You and your parents/guardians must know the rules for eligibility as a student athlete and plan your high school courses accordingly. For example, credit by exam will not count towards NCAA eligibility requirements.

Distance Learning and Correspondence Courses

Credit toward state graduation requirements may be granted for distance learning and correspondence courses only as follows:

1. The institutions offering correspondence courses are The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner of Education.
2. Students may earn course credit through approved distance learning technologies such as satellite, Internet, two-way video conferencing, online courses, the Texas Virtual School Network (TxVSN), and instructional television.
3. The distance learning and correspondence courses must include the state-required essential knowledge and skills for such a course.

Prior approval to enroll in these courses must be obtained through an application available in the counseling office. In order to be a candidate for graduation, students must complete these courses prior to graduation. Grades earned in these courses will not be used in calculating class rank. There may be a cost associated with this coursework. Registration for TxVSN requires counselor and district approval. Refer to policy EHDE(LEGAL) for more information about TxVSN.

Bridgeport ISD Online Courses

Online courses are offered in Bridgeport ISD through Edgenuity. See your counselor for registration information, course offerings, and cost.

Credit by Exam - Acceleration

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's Board of Trustees. The dates on which examinations are scheduled during the school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once. If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. For further information, refer to policy EHDC(Legal).

Students in grades 6–12 will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Credit by Exam - Prior Instruction

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's Board of Trustees 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. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery". If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject. The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. For further information, see the school counselor and policy EHDB(LOCAL).

Early Graduation

Students requesting early graduation must consult with the counselor during the second semester of the sophomore year to obtain credit verification and to formalize the student's plan for early graduation. A student cannot drop to the Foundation Plan to graduate early. Parent and principal approval are required. Students meeting graduation requirements before the scheduled graduation ceremonies may participate in the ceremonies.

Honors Courses

Honors courses provide students in grades 6-12 the opportunity to learn the same course material, but at a faster pace and at a deeper level of understanding than on-level classes. Honors courses are designed to develop the critical reading, analytical problem solving, and clear writing skills needed for successful completion of college-level work while still in high school. Enrolling in Honors courses is highly recommended for students who wish to take Advanced Placement, or Dual Enrollment/Dual Credit courses while in high school. Students must have passed all STAAR/EOC tests to enroll for Honors courses.

Advanced Placement (AP) Program

Advanced Placement courses provide college-level coursework for high school students who are ready and willing to do college-level work while in high school. AP courses follow the content and curricular objectives established by the College Board. Colleges and universities have the option of accepting AP exam scores for college credit. Each teacher's AP course syllabus is submitted and approved by the College Board on an annual basis. Furthermore, all AP courses are weighted in the calculation of GPA. By taking AP exams each May, students may earn AP Scholar Awards, which recognize student success and achievement in AP courses and on AP Exams.

All courses designated as AP courses are college-level courses taken while students are still enrolled in high school. Students should expect subject matter and academic workload to be similar to a college-level course. All students enrolled in AP courses are expected to take the College Board AP exam for that course in May of the enrolled school year.

Dual Credit Opportunities (Angelo State University)

Bridgeport ISD is proud to partner with Angelo State in order to provide dual credit learning opportunities for our students. Upon successful completion of a dual credit course, students will be awarded college and high school credit simultaneously. Dual credit courses provide advanced academic instruction beyond, or in greater depth, than the Texas Essential Knowledge and Skills (TEKS) for the corresponding high school course.

Students interested in taking dual credit courses must complete the enrollment and registration procedures required by Bridgeport ISD and the participating higher education institution deadlines. Dual credit students must meet the entrance requirements of the participating institution of higher learning and must be in the 11th or 12th grade. Students are responsible for verifying the transferability of course credit to the college/university of choice. Please check with colleges/universities before registering for dual credit courses. Dual credit courses are taught by college professors; therefore, students should expect workload and subject matter of a college level course. Dual credit professors have ownership of their course and syllabus. Students are responsible for following the college expectations and student code of conduct. Students need to be aware of drop and withdrawal policies for the higher education institution.

For dual credit courses, the college from which the course is taken determines drop/withdrawal date. No schedule changes are permitted past the census date for the college. All dual credit students should understand how a dropped course may affect their high school graduation plans and college transcript.

Dual Enrollment (OnRamps) via The University of Texas at Austin (UT)

University of Texas at Austin (UT-Austin) OnRamps provides students with a dual-enrollment model as a means of attaining college credit while enrolled at Bridgeport ISD. Using a hybrid instructional delivery approach, Bridgeport ISD teachers, supported by a UT-Austin professor, are the classroom teachers for OnRamps courses taught at Bridgeport ISD High School. College credit from UT-Austin is earned through the University Extension Office of the University of Texas at Austin. Students earning college credit via OnRamps courses are guaranteed to transfer to any public institution in Texas. OnRamps courses do not require a student to be enrolled in UT-Austin but are aligned and similar to the coursework taken by UT-Austin students. Students taking an OnRamps course will receive two separate grades, one for the college part of the course (recorded on a UT-Austin transcript) and one for the high school part of the course (recorded on a high school transcript). During the fall semester of the OnRamps course, students must complete a series of required assignments designated by the instructor of record at UT-Austin. Students must earn a grade of at least 60% or higher to be eligible to participate in the university course taught in the spring semester of the academic year. Students who do not meet this requirement remain enrolled in the course and can still earn high school credit with their high school teacher as the teacher of record. More information about the OnRamps program can be found at onramps.utexas.edu.

National Merit Scholarship Program

About the Program

Of the nearly 1.6 million student entrants each year, about 50,000 with the highest PSAT/NMSQT selection index scores qualify for recognition by the National Merit Scholarship Corporation's (NMSC) National Merit Scholarship Program. Students who take the PSAT their junior year are automatically entered into the National Merit Scholarship Program. These high scorers are notified through their schools that they have qualified, either as a Semifinalist or as a Commended Student, on the basis of a nationally applied Selection Index Score. This score may vary from year to year based on student PSAT performance nationally.

Semifinalists

Competing against other junior PSAT takers within their own state, about 16,000 students are notified that they have qualified as Semifinalists in the National Merit Scholarship Program. Semifinalists will receive scholarship application materials from the NMSC after they are notified of their status as semifinalists. Semifinalists may advance to Finalist standing by completing the required application and meeting the academic requirements set by the NMSC.

Commended Students

Junior PSAT test takers scoring in the top 50,000 can receive Letters of Commendation from the NMSC in recognition of their high performance on the PSAT. Although commended students do not continue on as candidates for National Merit Scholarships, they can be candidates of special scholarships sponsored by corporations and private businesses.

Finalists

In the spring semester of a student's senior year, Semifinalists are notified via mail if they have advanced to Finalist standing. National Merit Scholarships are then chosen from the pool for Finalists after evaluating a variety of factors. More information is available at the National Merit Scholarship Program website.

Dyslexia Program

Students identified with dyslexia may participate in the Dyslexia Program. Students receive instructional support in phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Study skills, thinking skills, and test-taking strategies are also offered. Placement in a dyslexia class is dependent on the decision and placement of the campus 504 Committee or Admission, Review and Dismissal (ARD) Committee. Parental permission is required for participation.

Reading Lab

This course is designed to provide instructional support in phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. A variety of methods are utilized including a computer based program in conjunction with small group instruction. This class is designed for students who are identified with dyslexia or who are in need of reading intervention support (based on STAAR, assessment data, and grade criteria). Placement in this class is to be made by a 504, ARD, or MTSS/RtI Committee.

Special Education Programs

Placement in any special education course is dependent on eligibility and the decision and placement of the ARD Committee. A number of special education programs and courses are offered at the high school level. All special education courses are taken for credit, as are general education courses.

Section 504

Section 504 of the Rehabilitation Act of 1973 requires that no qualified student who demonstrates a physical or mental impairment that substantially limits one or more major life activities, shall be excluded from participation in, be denied the benefit of, or be subject to discrimination in any program or activity offered by Bridgeport ISD. “Placement decisions are to be made by a group of persons who are knowledgeable about the child, the meaning of the evaluation data, placement options, least restrictive environment requirements and comparable facilities” [34 C.F.R. §104.35 (c)(3)]. Students who are served through 504 may receive accommodations based on their disability to “level the playing field” with their nondisabled peers as determined by the Section 504 committee.

Advanced Academics Program Comparison Side-By-Side

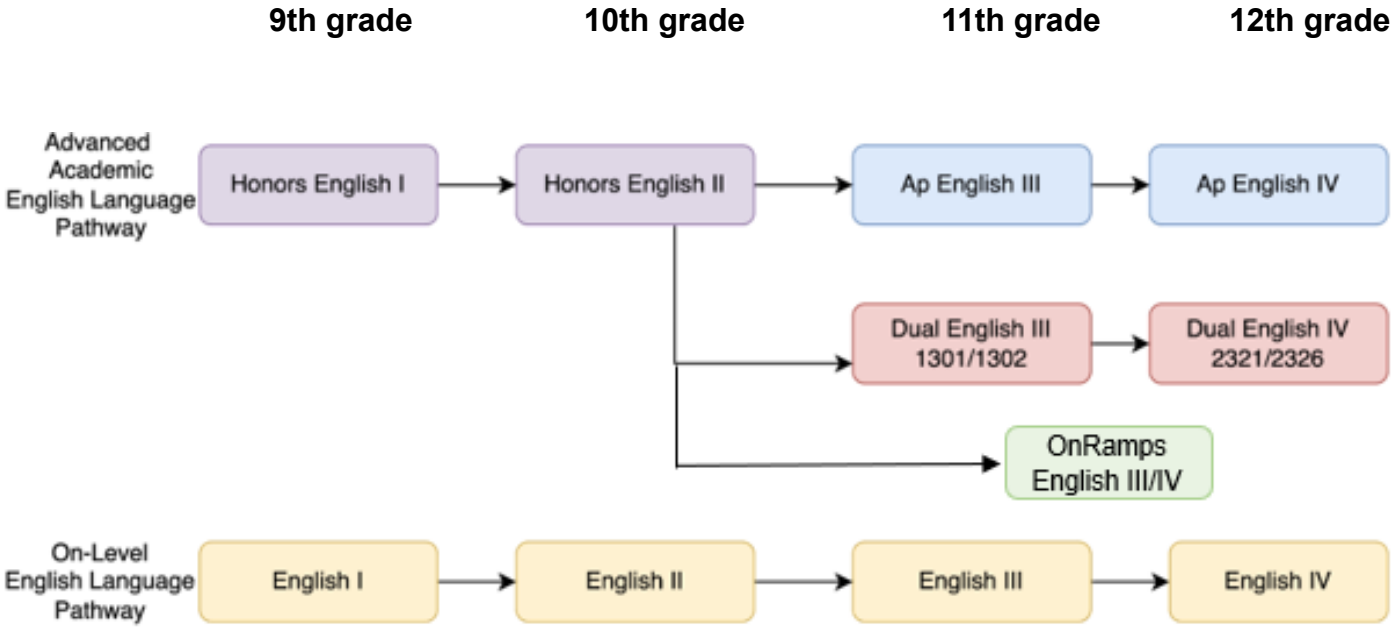
	Advanced Placement (AP)	Dual Enrollment (UT On Ramps)	Dual Credit
Description	The College Board AP Program allows students to take college-level courses and the related AP exam to potentially earn college credit in high school. **The student is responsible for the $99 exam fee if they do not take the AP exam in May.**	Dual Enrollment Program through the University of Texas at Austin (UT- Austin) allows students to potentially earn both high school credit and college credit while still in high school. There is a course fee of $149 associated with each OnRamps course that BISD will pay. **The student is responsible for the fee if they drop after payment.** OnRamps uses Canvas, a digital learning platform and there are no associated textbook fees with these courses.	Dual credit courses for core and some CTE subjects are offered through a partnership with Angelo State University. Additional dual credit CTE courses are offered through Weatherford College[. Students earn high school credit along with college credit while participating in the dual credit program. BISD will pay college tuition for approved programs. **The student is responsible for the fee if they drop after payment.**
College Credit	College credit is granted if a student passes the AP exam for that course. Individual colleges and universities, not College Board or the AP Program, grant course credit and placement. Requires a score of 3 (out of 1-5) or higher on each AP Exam. See individual college/university for their specific policy.	Students receive weighted high school credit when they successfully complete the course. Students also receive college credit if they qualify for and pass the college portion of the course (UT-Austin). Earned credit is guaranteed to be accepted for credit at any public university in Texas. See individual college/university for their specific credit policy.	College credit is granted based on the grade earned by the student through the participating college institution. College credit is shown on the college transcript. Students abide by all college drop and withdrawal deadlines. All grades posted by the college will be on the college transcript and high school transcript. Earned credit is guaranteed to be accepted for credit at any public university in Texas.
Teacher and/or Instructors	Courses are taught by high school teachers trained by College Board.	Courses are taught by high school teachers trained by University of Texas professors.	Courses are taught by college professors employed by the participating college institution.

Bridgeport High School Course Descriptions 2026-2027

**Course availability is subject to change based on enrollment and staffing.*

ENGLISH/LANGUAGE ARTS

Grades 9-12 English Language Arts



The English Language Arts department will focus on close reading and composition skills to increase analytical skills in preparation for End Of Course Exams, ACT, SAT and college preparation as they relate to reading, writing, speaking, and listening with an appropriate emphasis on related technology.

English I
Grade: 9 Length: 1 Year Credit: 1
This integrated program emphasizes both writing and language skills as well as reading and literature skills, aligned to the state TEKS. Students will engage with paired passages to strengthen their ability to analyze and synthesize across multiple texts. Emphasis will be placed on vocabulary, mechanics, usage, poetry, short stories, novels, drama, and the critical analysis of various authors' works through the continued development of these skills. Composition instruction stresses a process approach to communicating ideas effectively. Writing assignments will include single- and multi-paragraph compositions of a variety of types. Students will also complete various technological assignments, research projects, and oral presentations with visual components of a critical nature throughout the year.

English I Honors
Grade: 9 Length: 1 Year Credit: 1
Prerequisite: Passing previous year ELA STAAR/EOC scores and 70 or above in previous ELA class.
This is an advanced placement course emphasizing higher-level reading, writing, and language skills based on the state TEKS. Emphasis will be placed on vocabulary, mechanics, usage, and the critical analysis of literature across multiple genres, including poetry, short stories, novels, and drama. Students will focus on understanding the choices authors make—such as tone, diction, and structure—and how those choices contribute to meaning. Composition instruction will continue to stress the process approach to writing, but with greater depth in developing ideas, supporting claims with textual evidence, and refining style. Writing assignments will include single and multi-paragraph compositions, as well as literary analysis, expository essays, and creative responses. Honors students will also complete advanced research projects, presentations, and technology-based assignments that challenge them to think critically and independently.

English II
Grade: 10 Length: 1 Year Credit: 1
Prerequisite: Credit received in English I
This course continues to stress the integration of literature, composition, language, and reading. Literature is studied through a thematic approach of various selections and authors, encompassing a wide variety of genres. Students will explore novels, short stories, plays, poems, vignettes, articles, and original student works, with a focus on making meaningful connections across genres to develop new thoughts and ideas. Special attention is given to analyzing the choices authors make in developing their work—such as the use of language, structure, and literary techniques—in order to deepen students' understanding of texts. Composition skills in this course are essentially the same as those for English I so that students may gain greater control over the fundamentals of the writing process. Projects which focus on developing research skills are emphasized. Language study is primarily a review of the grammatical structure of sentences, usage, and vocabulary development. Throughout all phases of the sophomore curriculum, emphasis is placed upon the teaching of the writing and reading objectives the state has issued as TEKS. Technology will consistently serve as a venue to facilitate mastery of these skills.

English II Honors
Grade: 10 Length: 1 Year Credit: 1
Prerequisite: Passing previous year ELA STAAR/EOC scores and 70 or above in previous ELA class.
This course is designed for sophomore honors students and covers a wide body of literature representative of diverse cultures and many genres, including novels, plays, short stories, poems, nonfiction, and media. The chief aim of this course is to continue preparing honors English students for the AP Language and AP Literature exams. Thus, students will explore through discussion—including monitored online venues—and writing the significance of language, literature, and composition. Students will closely read and analyze to perceive layers of meaning in a variety of genres; write in specific forms with understanding of purpose and audience, including literary, personal, reflective, analytical, and persuasive texts; identify, analyze, and employ rhetorical strategies, focusing on elements of argumentation and persuasion; and study universal themes in literature, connecting literary texts with both historical and current applications. Elements such as close reading, associative thinking, conventions of literary discourse, composition, grammar, and vocabulary, as well as viewing and representing material, will be exercised. Technology will consistently serve as a venue to facilitate mastery of these skills.

English III
Grade: 11 Length: 1 Year Credit: 1
Prerequisite: Credit received in English II
This course covers curriculum strands of critical reading, composition, grammar, vocabulary, viewing and representing, and research. In English III, a premium is placed on gains made in depth and complexity of the student's ability to reason, analyze, evaluate, and synthesize critically. Three goals of the course are to prepare students for high stakes testing (End of Course Exams, PSAT, and SAT), sharpen the ability of each student to communicate in written form, and convey the chronology of the development of multicultural American literature. The principal objectives of English III are to identify and analyze elements of multicultural and American fiction and non-fiction selections, determine universal meaning in literary works, particularly short stories, novels, and plays, write well about literature with concern not only for content but also for grammar, style, and structure, identify and analyze elements of nonfiction as well as identify and analyze elements of argumentation and persuasion. Students will also be able to write effectively for many different purposes and connect multicultural and American literature to both current and historical media. A variety of written essays, as well as research projects, are interwoven in this class.

English III or IV - Dual Credit 1301&1302
Grade: 11-12 Length: 1 Year Credit: 1
Prerequisite: Passing score on TSI, or exempt based on ACT/SAT scores. Credit: 1 high school credit/3 - 6 hours college English credit from Weatherford College
This course merges a one-year high school course that applies ½ credit per semester toward high school graduation with two separate three-semester hour college credit courses. The course covers a Study of English literature from the beginning of literary development through the twentieth century, correlating the various periods of English literature with the historical events of each period. The Angelo State syllabi require that students develop critical reading, writing, and thinking skills vital to the composition process. Students will learn techniques for effective oral and written expression through the blending of the essential elements and the college level writing competencies, including essay writing, spelling, vocabulary development, and library research.

English III AP Language (Advanced Placement English Language and Composition)
Grade: 11 Length: 1 Year Credit: 1
Prerequisite: Passing ELA STAAR/EOC and 70 or above in previous ELA class.
AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.
Students will write for a variety of purposes; produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, explanations and clear transitions. It is expected that students will demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; demonstrate understanding of the conventions of citing primary and secondary sources; move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review; analyze images as text; and evaluate and incorporate reference documents into a research paper. AP Language provides willing and academically prepared high school students with the opportunity to study and learn at the college level.
Students will take the AP exam in May.

OnRamps English III/IV
Grade: 11 Length 1 year Credit: 1
Prerequisite: Passing TSIA 2, ELA STAAR/EOC and 70 or above in previous ELA class.
This two-semester, six-credit writing intensive sequence features a fall semester course in rhetoric, which is essential to leadership communication skills. It is followed by a spring semester topics course, which furthers students' writing in their application of rhetorical skill by analyzing viewpoints related to American identities. Over the two courses, students will research and analyze the various positions held in any public debate and learn to advocate their own positions effectively through a process of drafts and revisions. In the fall, students will explore the ethics of argumentation and what it means to fairly represent someone with whom they disagree. By the spring, students are ready to analyze arguments presented by others, research a topic of their own, and craft sound and effective arguments. Across these two courses, students will develop their skills and knowledge to write four- to six-page essays and read non-fiction text aligned to college expectations for critical writing, reading, research, and analysis.

English IV
Grade: 12 Length: 1 Year Credit: 1
Prerequisite: Received credit in English III
This course is an integrated program emphasizing writing and language skills and reading and literature skills. Chronological study of British literature traces its development through British history and through the development of various literacy genres. This study focuses on exposure to other cultures, appreciation of global diversity, and understanding of cross-cultural similarities. Emphasis is placed on critical analysis of various authors' work through the continued development of language and composition skills. Thematic analysis will be emphasized through comparison/contrast. The research project/paper will be a completed major assignment based on an appropriate topic. Oral presentations, as well as visual representations of critical analysis, will also be emphasized.

English IV - Dual Credit 2321 & 2326
Grade: 12 Length: 1 Year Credit: 1
Prerequisite: Passing score on TSI, or exempt based on ACT/SAT scores. Must have taken Dual English 1301 and 1302
Credit: 1 high school credit/3 - 6 hours college English credit from Weatherford College
This course is a survey of British literature designed to introduce the student to various time periods ranging from the 16th century to the present day. Emphasis will be placed upon the critical interpretation of the literature as well as the philosophical underpinnings of a given artifact. Each artifact will be examined from a variety of critical perspectives, drawing into the conversation criticism written about the themes presented or the artifact under scrutiny and various peripheral texts as they pertain to a given theme or technique. Students will engage in critical thinking regarding various texts in the form of both formal and informal writing. Each work will provide opportunity for a literary analysis from a critical, thematic perspective. Additionally, the student will read and interpret poetry, applying the same goals as with the rest of the literature.

English IV AP (English Literature Advanced Placement)
Grade: 12 Length: 1 Year Credit: 1
Prerequisite: Passing ELA STAAR/EOC and 70 or above in previous ELA class.
AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. Writing assignments focus on the critical analysis of the author's use of tone, diction, detail, point of view, organization, and syntax in expositions, short stories, poems, plays, novels, and dramas. It is expected that students will demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings. The units in AP English Literature and Composition scaffold skills and knowledge through three genre-based, recurring units. This course framework provides a description of what students should know and be able to do to qualify for college credit or placement. All AP students are expected to take the AP exam in the spring.
Students will take the AP exam in May.

College Prep ELA
Grade: 12 Length: 1 Year Credit: 1
***Not all high school classes count as NCAA core courses. Please check with your recruiter to verify before enrollment in this course.**
A student must have passed all English EOC to be eligible for this course. This is a college prep English course. This is for students who struggle with English and may need help passing the ELA portion of the TSI. This course is a critical reading and writing class for students who are college bound and need to improve their reading and writing skills. Please check with your English 3 teacher to determine if you need this course or regular English 4.

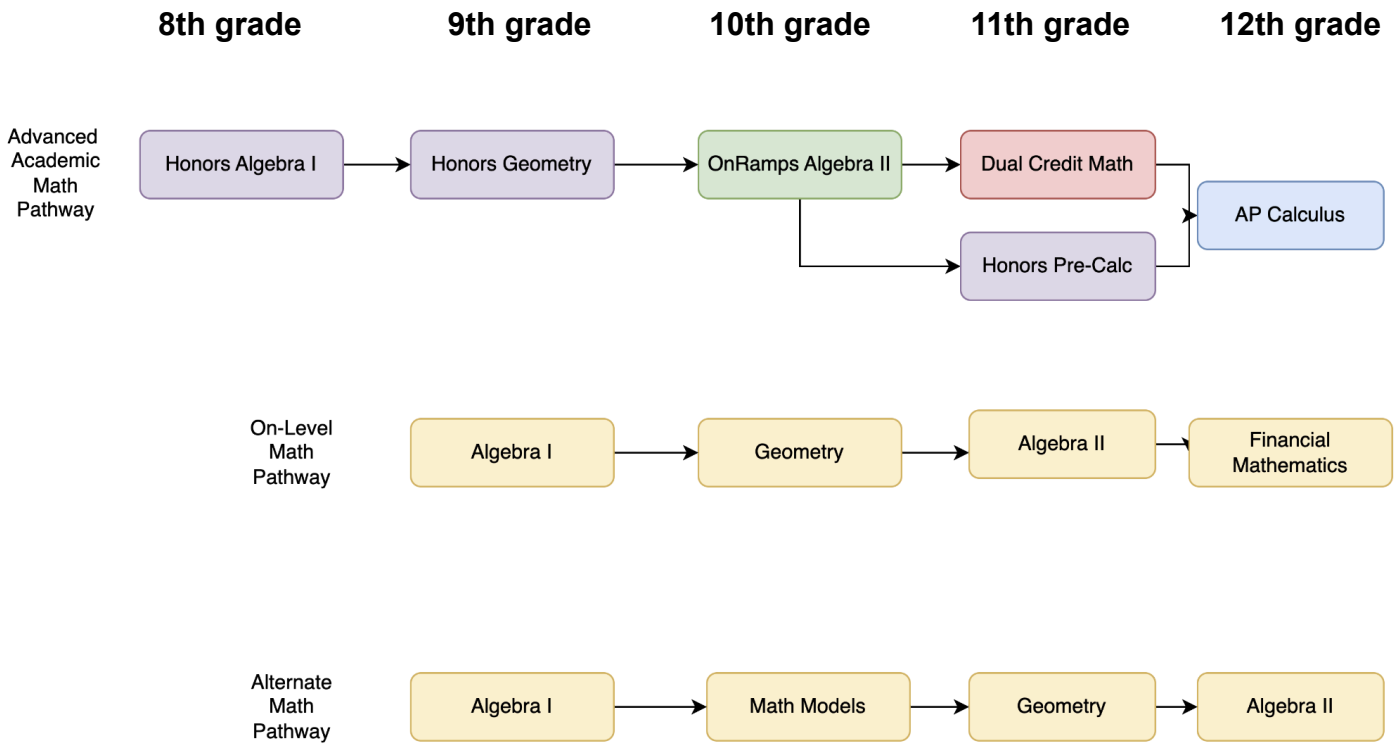
ENGLISH ELECTIVES:

Yearbook Production I, II, III, AND IV
Grade: 10-12 Length: 1 Year Credit: 1
Students in this advanced journalism course will ultimately plan and produce a solid, journalistic yearbook that BHS students and faculty can be proud of. Students, working as a team, will exercise journalistic and ethical judgment at all times, while planning and creating the BHS yearbook. **This course requires meeting deadlines and attending after-school work sessions. Prerequisite: staff application.**

Debate I, II, III, IV
Grade: 9-12 Length: 1 Year Credit: 1
Emphasis is on the development of skills in analysis, research, and organization in debate. This program provides opportunities to prepare and present debate in a variety of competitive contexts.

MATHEMATICS

Grades 8-12 Mathematics



Four credits of mathematics are required for graduation. Bridgeport High School offers a diversified program to meet the needs and interests of all students.

Algebra I
Grade: 9 | Length: 1 Year | Credit: 1
This course shall be the initial mathematics course designed for students enrolled in Algebra I. The development and understanding of basic algebraic principles will be the point of emphasis. Topics such as linear functions, inequalities, systems, exponents, and introductory polynomial operations will be covered. Linear equations and graphs are heavily emphasized. Word problems will be used on a regular basis.

Algebra I Honors
Grade: 9 | Length: 1 Year | Credit: 1
Prerequisite: Passing previous year Math STAAR/EOC scores and 70 or above in previous Math class.
This course shall be the advanced mathematics course designed for students enrolled in Algebra I. A deeper development and understanding of basic algebraic principles will be the point of emphasis. Topics such as linear functions, inequalities, systems, exponents, and introductory polynomial operations will be covered. Linear equations and graphs are heavily emphasized. Word problems will be used on a regular basis. Please note this is traditionally an 8th grade class so depending on enrollment numbers students have had to return to the middle school for placement.

Geometry
Grade: 10 Length: 1 Year Credit: 1
Prerequisite: Algebra I
The course in geometry shall consist of content from the standard Euclidean Geometry with increased emphasis on vocabulary, coordinate geometry and algebraic proofs. The course incorporates planar geometry, introductory trigonometry, and the essentials of solid geometry through the extension of two dimensional concepts, relationships, and applications to the third dimension.

Geometry Honors
Grade: 9-10 Length: 1 Year Credit: 1
Prerequisite: Passing previous year Math STAAR/EOC scores and 70 or above in Algebra.
This course is designed to enrich the regular geometry course with extensive use of problem solving techniques and discovery activities. The course incorporates planar geometry, introductory trigonometry, and the essentials of solid geometry through the extension of two dimensional concepts, relationships, and applications to the third dimension. Activities will promote critical thinking and real-world applications of geometry concepts.

Math Models
Grade: 10-11 Length: 1 Year Credit: 1 This course is designed to reinforce Algebra I skills. This is for students who struggled and did not do well in Algebra I. Please check with your Algebra I math teacher to see if this course is needed before going into Geometry or Algebra II. Students who have not passed the STAAR/EOC in math should be encouraged to take this course.

Algebra II
Grade: 10-12 | Length: 1 Year | Credit: 1
Prerequisite: Algebra I and Geometry
Algebra II is a continuation of the concepts introduced in Algebra I. This course explores the major algebraic functions and their properties including linear, quadratic, absolute value, cubic, rational, radical, exponential, logarithmic, and other polynomials. Equation solving and its applications are crucial aspects of this course.

Algebra II OnRamps /College Algebra I-Math 1314
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: Passing previous year Math STAAR/EOC scores and 70 or above in Algebra and Geometry
In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute value, Radical, Rational, and Logarithmic. This course will give students Algebra 2 high school credit and a possibility of earning College math 1314 credit through University of Texas.

Financial Math
Grade: 12 Length: 1 Year Credit: 1
Prerequisite: Algebra 2
Financial Mathematics is a course about personal money management in which we will integrate career and post-secondary education planning into financial decision making. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. It focuses on services for financial planning, banking, and insurance.

Pre-Calculus Honors
Grade: 11-12 | Length: 1 Year | Credit: 1
Prerequisite: Algebra I, Geometry, Algebra II and 70 or above in previous Math class.
Pre-Calculus is designed to prepare students for Calculus. Students are expected to follow a rigorous and thorough development of mathematical skills in line with other advanced classes. This course will extend algebraic and geometric concepts. Topics include various function explorations, complex numbers, trigonometry, conic sections, and an introduction to limits.

AP Calculus AB
Grade: 12 Length: 1 Year Credit: 1
Prerequisite: Math STAAR/EOC passed and 70 or above in previous Math class.
This course is designed for the student who has displayed exceptional ability in mathematics and/or who plans to enter a field in which advanced mathematics is necessary. The course will prepare the student for college calculus, possibly enabling the student to place out of the first semester of college calculus via the Calculus AB Advanced Placement Exam.
Students will take the AP exam in May.

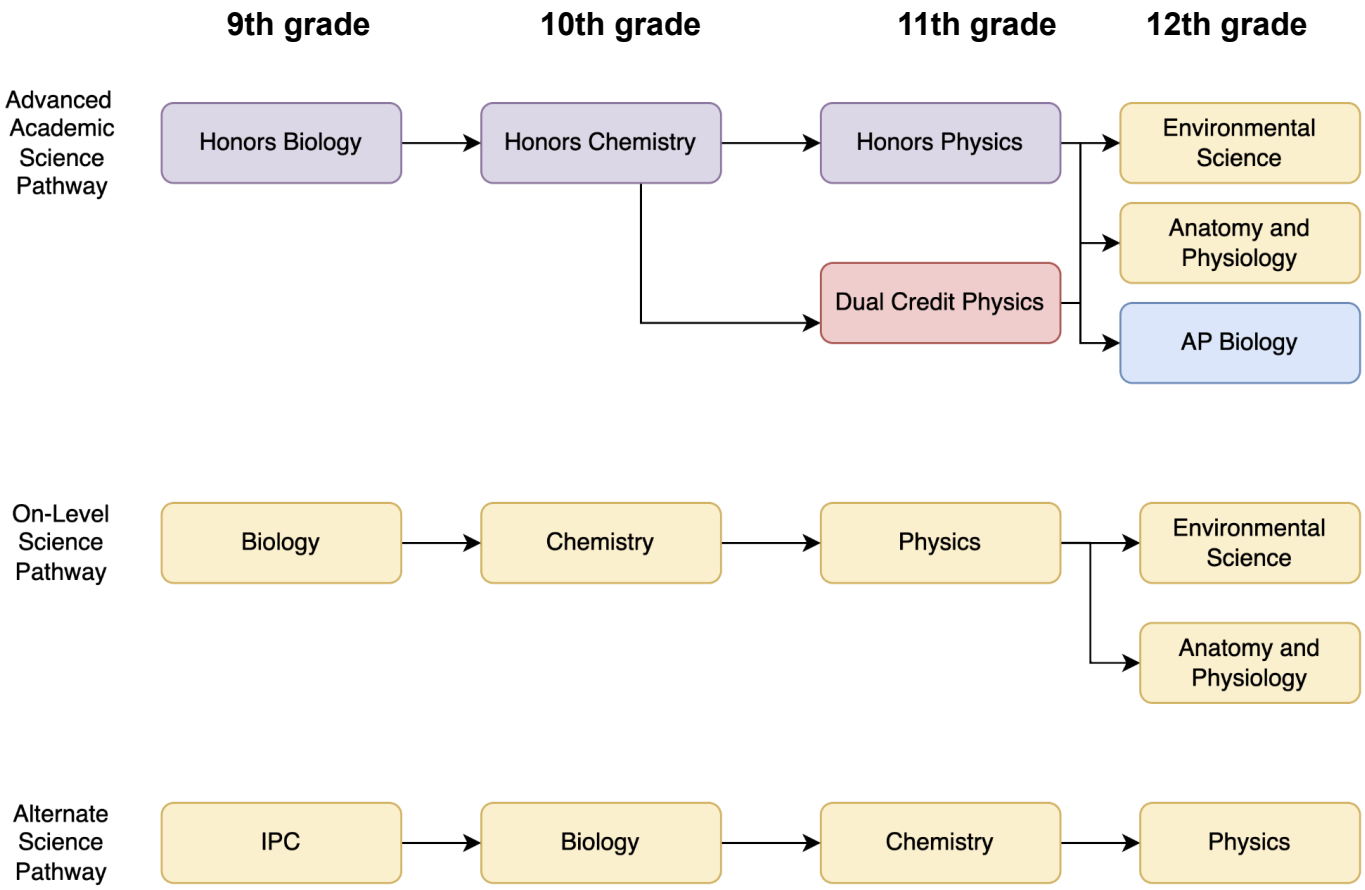
College Prep Math
Grade: 10-12 Length: 1 Year Credit: 1 Prerequisite: Algebra 2
***Not all high school classes count as NCAA core courses. Please check with your recruiter to verify before enrollment in this course.**
College Prep Math will prepare students for college entrance exams and college-level mathematics. This course will strengthen the student's ability to solve problems involving: linear and non-linear algebra, geometric principles, interpreting graphs and charts, fundamental trigonometry, and statistical analysis. College Prep will also focus on test-taking strategies for the ACT/SAT and the TSI test.

Dual Credit College Algebra
Grade: 12 Length: 1 Year Credit: 1
Prerequisite: TSIA2, Math STAAR/EOC passed and 70 or above in previous Math class.
This course will be taught through Angelo State University and will follow their syllabus and grading guidelines. The course will cover exponents and radicals, logarithms, factoring, algebraic quotients, systems of equations, inequalities, absolute value, complex numbers, quadratic equations, binomial theorem, progressions, theory of equations, and determinants.

AP Calculus BC and or Independent Studies
These classes may be offered to students who have completed Calculus and who may desire to continue their mathematical studies. These courses will cover topics required by the state and will be offered on an as needed basis. Approval from the math department head is required. This is an independent study course and will not count towards GPA.

SCIENCE

Grades 9-12 Science



*Note: Advanced Animal Science can count as a 4th science if all prerequisites are met for that class.

Four credits of science are required for graduation. Bridgeport High School offers a diversified program to meet the needs and interests of all students.

Integrated Physics and Chemistry (IPC)
Grade: 9 Length: 1 Year Credit: 1
Physical Science is a study of the physical and chemical interactions of matter. The course covers introductory concepts in chemistry and introductory concepts in physics. The course stresses an operational understanding of fundamental concepts in these disciplines. Students' laboratory investigations will emphasize accurate observations,collection of data, analysis of data, and the safe manipulation of experimental apparatus in the lab. Topics of study will include analysis of motion, mechanics, waves , energy sources, heat, changes in matter and mechanics of chemical and physical change.

Biology
Grade: 9-10 Length: 1 Year Credit: 1
In Biology, students conduct field and laboratory investigations, use scientific methods 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; metabolism and energy transfer in living organisms; living systems; homeostasis; and plants and the environment.

Biology Honors
Grade: 9 Length: 1 Year Credit: 1
Prerequisite: Passing previous year Science STAAR/EOC scores and 70 or above in previous Science class.
Honors Biology is an extensive and rigorous laboratory-centered course with emphasis on logical analysis of data to form valid conclusions. The student will conduct experimental research projects following scientific thought processes. Concepts covered in the course will be TEKS defined. Specific items of study will include cellular structure, function and replication, protein synthesis and genetics, natural selection and speciation, comparative study of plants and animal systems including classification of these organisms, adaptive lifestyles of organisms, and the harmful and beneficial interaction of the organisms with their environment.

Chemistry
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: 1 credit of HS science and Algebra I
In Chemistry, students conduct laboratory investigations through the use of scientific thought and inquiry. The student will learn the proper techniques in setting up, running, collecting data, analyzing the data and developing a valid conclusion from the analysis of data in an experimental process. Safety will be stressed during experimentation. Students study a variety of topics that include characteristics of matter, energy transformations during physical and chemical changes, atomic structure, periodic table and the periodic law, behavior of gasses, bonding, nuclear energy, oxidation-reduction reactions, chemical equations, solutes, properties of solutions, acids and bases, and chemical reactions. Students will investigate how chemistry is an integral part of their daily lives.

Chemistry Honors
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: 1 credit of HS science and Algebra I
This course description is the same as Chemistry with the exception that Honors is much more detailed and prepares the student for the Advanced Placement chemistry course.

Physics
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: Algebra I
Physics is the study of the interactions of matter and energy. Students are introduced to basic concepts in the areas of motion, mechanics, waves, heat, optical devices, electricity, magnetism, and quantum theory. Student investigations emphasize accurate observations, collection and analysis of data, and the safe manipulation of laboratory apparatus and materials.

OnRamps Biology
Grade: 11-12 Length: 1 Year Credit: 1
Prerequisite: Science STAAR/EOC passed and 70 or above in previous Science class with Biology and Chemistry completed.
This introductory course and the accompanying lab focus on three main areas of molecular and cellular biology: the structure and function of biomolecules; the flow of energy through living systems; and how genetic information is expressed and transmitted within and between cells. Students hone their skills through simulations, models, group work and lab experiences. They also learn how to communicate conclusions to others and how to use critical feedback to improve their scientific thinking. Students will experience a high-quality curriculum designed by the faculty at The University of Texas at Austin (UT Austin). Students can earn up to four hours of UT Austin credit, with feedback and assessment provided by UT Austin course staff.

General Biology Laboratory I- The course's lab component-engages students in both guided and open inquiry investigations and principles. It is designed to instill foundational scientific reasoning, data collection, and analytical skills.

Anatomy and Physiology
Grade: 11-12 Length: 1 Year Credit: 1
Prerequisites: Biology, Chemistry and Physics or concurrent enrollment in Physics
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Environmental Science
Grade 11-12 Length: 1 Year Credit: 1
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, and changes in environments.

AP Biology
Grade: 11-12 Length: 1 Year Credit: 1
Recommended Prerequisites: Biology, Chemistry
Designed to be the equivalent of a college introductory biology course. This course provides a student with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the changing science of biology.
Students will take the AP Biology exam in May.

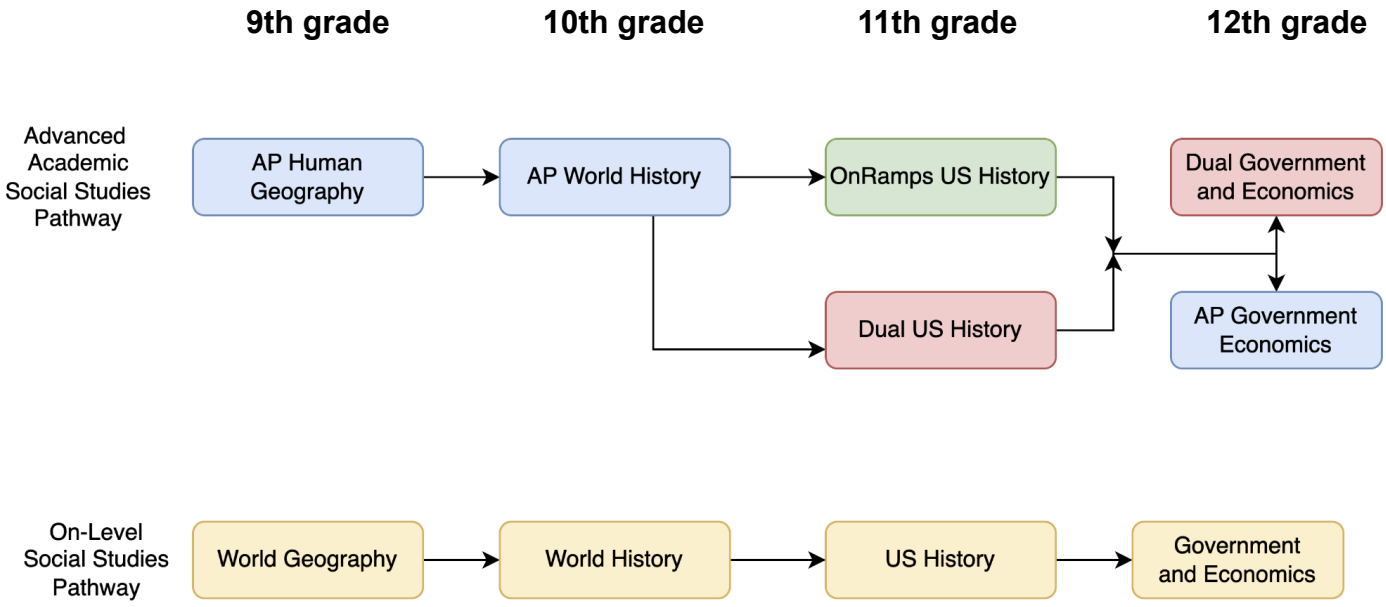
Advanced Animal Science
Grade: 11-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Agriculture, Food & Natural Resources, Small Animal Management or Equine Science, Biology, Chemistry or IPC, Algebra I and Geometry. This may only serve as the fourth science course. Recommended Prerequisite: Veterinary Medical Applications.
This course will be 60% coursework and 40% lab. Students will develop knowledge and skills related to animal systems, career opportunities, entry requirements, and industry standards. Students will also learn about the scientific process and principles as applied through the animal industry.

College Physics Dual Credit
Grade: 11-12 Length: 1 Year Credit: 1
Prerequisite: TSIA2, Science STAAR/EOC passed and 70 or above in previous Science class with Algebra 2 completed or concurrently enrolled.
Course Description for 1401:
The first semester of algebra and trigonometry - based fundamentals of physics sequence. The principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces are studied with emphasis on problem solving. Laboratory experiments supporting the topics are included.

Course Description for 1402:
The second semester of algebra and trigonometry - based fundamental principles of physics sequence. The principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics are studied with emphasis on problem solving. Laboratory experiments supporting the topics are included.

SOCIAL STUDIES

Grades 9-12 Social Studies



Throughout the Social Studies curriculum, students build a foundation in history, geography, economics, government, citizenship, culture, science, technology, and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our world.

World Geography Studies
Grade: 9 Length: 1 Year Credit: 1
Students explore how geography shapes our world at local, regional, national, and global scales, looking through both spatial and ecological lenses. They learn how physical processes such as weather, climate, landforms, tectonic forces, erosion, and ecosystems interact to form the Earth's environments, and how those environments influence human life. Students study human settlement and migration patterns — why people live where they do, how populations move, and what pushes and pulls them. They compare political, economic, social, and cultural patterns across regions to see how culture, government, and economics differ. They also examine how regions are defined — by geography, climate, language, religion, political boundaries — and how maps and geographic tools help us analyze current issues like resource use, globalization, climate change and population growth. Finally, students build skills in critical thinking, using maps, graphs, photographs, primary and secondary sources, and GIS tools, and practise decision-making to understand and address real-world geographic problems.

AP Human Geography
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: Passed all 8th Grade STAAR Exams
The purpose of the AP course in Human Geography is to introduce 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 human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.
Students will take the AP Human Geography exam in May.

World History
Grade: 10 Length: 1 Year Credit: 1
Prerequisite: World Geography
Students study a broad survey of human history from the earliest civilizations through to the present, focusing on essential concepts, people, events, and issues across cultures around the world. They begin with ancient river valley civilizations and classical empires (such as Greece, Rome, Persia, India, China), then explore turning points like the rise of religions, the medieval period with developments in Europe, Asia, Africa, and the Islamic world, through the Renaissance, Reformation, and European exploration. Students also cover the Scientific Revolution, the Industrial Revolution, European imperialism, the political revolutions of the 18th and 19th centuries, and then move into modern times with world wars, the Cold War, independence movements, and globalization. Along the way they learn to analyze causes and effects, compare and contrast different civilizations, understand geographic and cultural influences, use primary and secondary sources, and see how changes in ideas, technology, economics, and politics shape societies.

AP World History
Grade: 10 Length: 1 Year Credit: 1
The purpose of AP World History is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. While this course meets the World History credit for graduation, it is an accelerated course demanding extensive reading and essay writing equivalent to a college-level course. The demands placed upon the student will prepare them for other AP courses offered through the BHS Social Studies department.
Students will take the AP World History exam in May.

United States History
Grade: 11 Length: 1 Year Credit: 1
Prerequisite: World Geography & World History

US History - OnRamps
Grade 11-12 Length: 1 Year
Prerequisite: 70 or above in previous Social Studies class.
Students will learn how America has been shaped and reimagined by the various experiences of individuals and groups throughout the nation's history and how the history of American labor is closely bound to the emergence of new technologies, industries, and machines. Students will also learn about America's role and influence in the colonial beginnings were on the periphery and have evolved to take a central place in international events. This course will give students US History high school credit and a possibility of earning US History credit through University of Texas.

Economics w/ Free Enterprise
Grade: 12 Length: Semester Credit: .5
This course introduces students to the American free enterprise system while equipping them with essential financial decision-making skills. Students explore budgeting, credit, saving, investing, taxation, and consumer responsibilities, as well as the role of government in the economy. The course develops both theoretical knowledge to analyze economic issues and practical skills to function effectively as consumers, citizens, and workers in today's complex society.

AP Macroeconomics
Grade: 12 Length: Semester Credit: .5
This AP course in macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole, while placing particular emphasis on the study of national income and price determination and develop students' familiarity with economic performance measure, economic growth, and international economics.
Students will take the AP Macroeconomics exam in May.

Dual Credit Economics 2301
Grade: 12 Length: One Semester/ 3 hours college credit
Prerequisite: TSIA 2, Social Studies STAAR/EOC and 70 or above in previous SS class.
The course looks at the Economic principles, aggregate income, output, and employment; money, fiscal, and monetary policy. College course 2301 is taught simultaneously with Economics.

Dual Credit US Government
Grade: 12 Length: One Semester/3 hours college credit
Prerequisite: TSIA 2, Social Studies STAAR/EOC and 70 or above in previous SS class.
This course looks at the 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. College course 2305 is taught simultaneously with the American Government.

U. S. Government
Grade: 12 Length: Semester Credit: .5
Students learn about the foundations of government, including why governments exist and the principles that shaped the United States system, such as those found in the Constitution, Declaration of Independence, and Federalist Papers. They study constitutional principles like separation of powers, checks and balances, federalism, and individual rights, examining how these protect democracy and limit government power. Students also explore political participation by looking at the two-party system, elections, campaigns, interest groups, and the role of the media, while learning different ways citizens can get involved, such as voting and volunteering. The three branches of government—legislative, executive, and judicial—are examined in depth to understand how laws are made, enforced, and interpreted, as well as how the branches share power. Civil rights and liberties are emphasized through important amendments and Supreme Court cases that have expanded rights while balancing liberty and security. Students also analyze how public policy is created at the local, state, and federal levels, with a focus on the responsibilities of citizens in shaping these policies. Finally, they study the structure of Texas government, comparing state and local systems to the federal government and understanding how Texas politics fit into the larger picture of American democracy.

AP U. S. Government
Grade: 12 Length Semester Credit: .5
This course gives students a critical perspective on government and politics in the U.S. It involves both study of general concepts used to interpret American politics and the analysis of specific case studies. The course requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Students are prepared for intermediate and advanced college courses by requiring performance equivalent to full-year introductory college courses.. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our world.
Students will take the AP exam in May.

PHYSICAL EDUCATION

State requires one year of Physical Education credit in order to graduate which may be obtained through the following Physical Education courses or:

Marching Band
Cheerleading
Drill Team
Fall and Spring U.I.L. sports that are after-school

Adventures/Outdoor Education
Grade: 9-12 Length: 1 Year Credit: 1
This is a PE course that focuses on different outdoor skills such as hiking, fishing, camping, and hunting.

DANCE I,II, III, IV
Grades: 9-12 Length: 1 Year Credit: 1
The class offers the basic dance movements and the basic elements of music and rhythm. This course includes rhythmic, isolated and expressive movement as well as elemental concepts of space, time, and force. This course is for students with little or no previous dance training.

Athletics
Grade: 9-12 Length: 1 Year Credit 1
Boys Athletics is only for students participating in a sport. The sport they are a part of will be the name of the class they are in. A coach's approval is required for this course.
Girls Athletics is only for students participating in a sport. The sport they are a part of will be the name of the class they are in. A coach's approval is required for this course.

Fitness and Wellness
Grade: 9-12 Length: 1 Year Credit: 1
This course is designed to include applications of movement patterns and skills to promote muscle strength, muscle growth, endurance, flexibility, personal goal setting, and a knowledge to promote lifetime of wellness. Weekly instruction will include a warm-up, circuit training, cardiovascular training, weight lifting and Injury prevention. Students will also be required to engage in written activities and reflections. Students will learn to set fitness and nutrition goals and understand basic concepts of Kinesiology, Anatomy, and Nutrition.

FINE ARTS

Art I
Grade: 9-12 Length: 1 Year Credit: 1 Prerequisite: None
This is an introductory course to the visual arts. The student will explore a variety of concepts and media to analyze, create, and evaluate works of art. The student will often choose the content and media used for an artwork by setting personal goals that include related vocabulary and research. The student will reflect on their progress daily by writing in a personal journal.

Art II
Grade: 9-12 Length: 1 Year Credit: 1 Prerequisite: Art I
This course is designed to prepare the student for advancing into the AP art program and completing a high scoring AP Portfolio in the following years. The student will often choose the content and media used for an artwork by setting personal goals that include related vocabulary and research. As background for their artmaking, students will also study art history, analyze artworks made by others, and reflect on their progress daily by writing in a personal journal.

AP Drawing
Grade: 11-12 Length: 1 Year Credit: 1 Prerequisite: Art II, Instructor Approval
This course is designed to build mastery in the concept, composition, and execution of art and prepare the student for the rigors of college-level studio art courses. The student will create a portfolio suitable for AP portfolio submission and college applications. Students who enroll in this course should be self-motivated and considering a career in the arts. Summer assignments are required for entry into this course. Please review the course syllabus to review expectations before enrolling. This course specifically focuses on 2-dimensional mediums like drawing and painting that require the movement of the artist's hand to create marks on the page or screen.
Students will submit the art portfolio exam requirements in May.

AP 2-D Art and Design
Grade: 11-12 Length: 1 Year Credit: 1 Prerequisite: Art II, Instructor Approval
This course is designed to build mastery in the concept, composition, and execution of art and prepare the student for the rigors of college-level studio art courses. The student will create a portfolio suitable for AP portfolio submission and college applications. Students who enroll in this course should be self-motivated and considering a career in the arts. Summer assignments are required for entry into this course. Please review the course syllabus to review expectations before enrolling. This course allows for more freedom of medium including photography and collage in addition to painting and drawing.
Students will submit the art portfolio exam requirements in May.

Independent Art Study
Grade: 10-12 Length: 1 Year Credit: 1 Prerequisite: Concurrent enrollment in AP course
In this course students will work independently on personal goals such as their AP portfolio or other explorations that will aid them in preparing for entering the art field or taking college art courses. Students must also be enrolled in an AP course.

Floral Design- CTE Course
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Agriculture, Food & Natural Resources
The student identifies design principles and techniques in floral art and interiors capes, demonstrates floral design principles and techniques and develops and formulates ideas from the environment The student makes informed judgments about personal designs and the designs of others, demonstrates contemporary designs, business practices, specialty items, and creativity in the floral industry by developing floral design skills The student knows the management factors of floral enterprises and learns the employability characteristics of a successful employee**.** Bridgeport FFA is an intra-curricular part of the Ag Food and Natural Resources Cluster. Each student is required to maintain a Supervised Agricultural Experience Project (SAEP). These can consist of anything from an animal project and job placement to ag mechanics and science fair projects. Each class will also be working on training several leadership development event (LDE) and career development event (CDE) teams. **This course meets the requirement of the full-year Fine Arts graduation credit**.

Music Band I,II, III, IV
Grade: 9-12 Length: 1 Year Credit: 1
Grade: 9-11, ½ PE Credit for Fall Semester, ½ Fine Arts Credit for Spring Semester
Prerequisite: Middle School Band or Director Approval
This is a program in instrumental instruction. Course objectives as applicable to the level in which they are in and include the development of skills in artistic and analytical perception; creative expression through the development of basic performance skills; the ability to synthesize music of various historical and cultural heritages; and to acquire critical thinking skills through the assessment of established musical and artistic criteria.

Jazz Band I, II, III, IV
Grade: 9-12 Length: 1 Year Credit: 1
Prerequisite: Instructor Approval
As a uniquely American art form, Jazz provides a significant cultural supplement to the standard instrumental program. Within this context, students develop technical, analytical, and creative skills through the detailed study of the genres of traditional jazz, be-bop, blues, and swing. This is a performance based class which requires previous instrumental performance training.

Mariachi Band I, II, III, IV
Grade: 9-12 Length: 1 Year Credit: 1
This course is designed for the purpose of allowing students to learn the styles and techniques that will allow them to perform in an ensemble which has a selected membership and which specializes in performing Mariachi ensemble literature. This course is a performanced-based ensemble that will contain students of varying ability levels from beginner to advanced. Students will be expected to practice outside of class to sharpen their skills as a performer.

Theater Arts I, II, III, IV
Grade: 9-12 Length: 1 Year Credit: 1
Prerequisite: None
The student will develop concepts about self, relationships and the environment through expressive use of the body and voice, acting concepts, interpretation of characters and creating dramatizations. They will apply theater production concepts and study historical and cultural influences on theater. They will attend and evaluate the theatrical performances.

Theater Production I, II, III, IV
Grade: 9-12 Length: 1 Year Credit: 1
Prerequisite: Theater 1 and Approval from the Theater Arts teacher
This class is dedicated to the production of plays and affords students the opportunity to design and construct sets, from building flats for walls to special-effects painting; design and construct costumes; practice special-effects stage makeup; learn and operate lighting and sound systems;
and rehearse and perform. Students enrolled in this course will participate in diverse projects, problem-solving and exploring vocational aspects of theatre. All coursework is project-based. Students in this class will produce at least two plays each year. Advanced students will create a portfolio of their work.

Choir I, II, III, IV
Grades: 9 - 12 Length: 1 Year Credit: 1
Choir students have all levels of music knowledge and a desire to grow as a singer and musician. The repertoire consists of traditional choral music as well as folk, American, and pop music. Basic and advanced vocal techniques will be explored and performed. Singers will build upon their developing knowledge of sight-reading skills. Students may participate in individual competitions like the Texas All-State choir process and UIL Solo and Ensemble competition. Membership requires several outside of class rehearsals and performances throughout the year.

WORLD LANGUAGES

Spanish I
Grade: 9-12 Length: 1 Year Credit: 1
This is an introductory course to the Spanish language focusing on basic reading, writing, listening and speaking skills. In addition to language skills, there will also be a focus on the cultural and historical aspects of Hispanic life. At the end of the course students will be able to describe themselves and hold a beginner level conversation.

Spanish II
Grade: 9-12 Length: 1 Year Credit: 1
Prerequisite: Spanish I
Spanish II has a further emphasis on novice reading, writing, listening, and speaking skills. The course will also include cultural comparisons amongst Spanish speaking countries and the students' own culture. Students should be able to hold a novice level conversation about past events.

Spanish III
Grade: 9-12 Length: 1 Year Credit: 1
Prerequisite: Spanish I & II (with a 80 average in Spanish II)
This course expands on relevant vocabulary and focuses on the student's interaction with their community. At the end of this course students should be able to express and defend their opinions of the issues that impact their community. They should also be able to hold an intermediate level of conversation on perspectives of personal life and social responsibilities.

Spanish IV
Grade: 10-12
Length: 1 Year Credit:1
Prerequisite: Spanish III (with an 80 average in Spanish III)
To conclude the Spanish sequence, students will focus on communication in a variety of settings and contexts. Students will be able to communicate in the Spanish language with other native and non-native speakers and they will be able to analyze culturally authentic materials. This course will prepare students to use the Spanish language on a daily basis. The course will be taught in the target language.

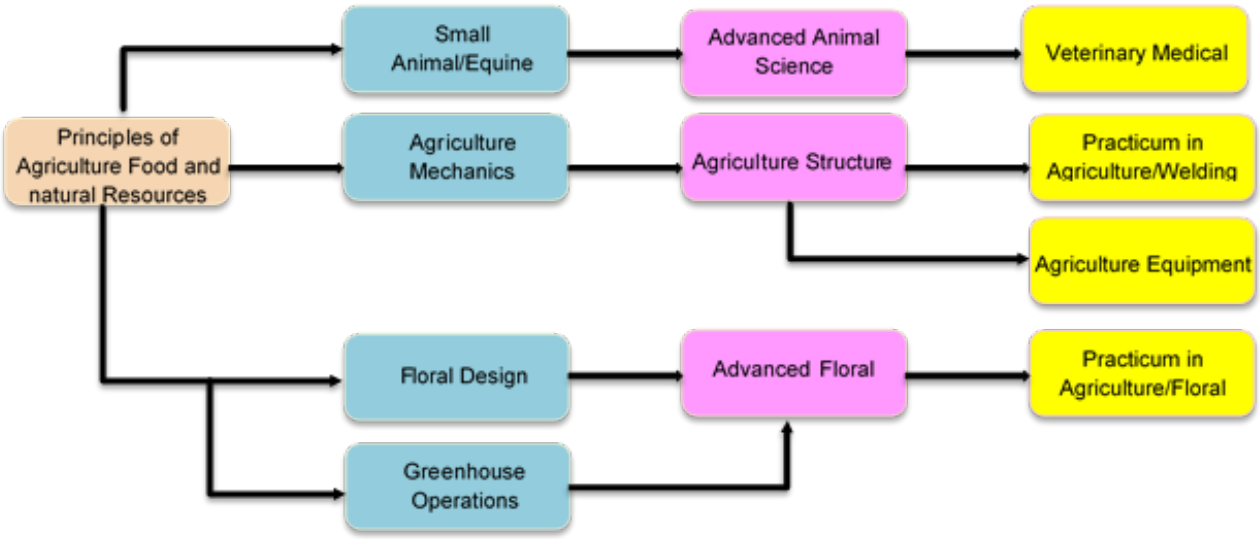
CAREER AND TECHNICAL EDUCATION

*****All classes listed in the BHS Course Catalog may not be offered every year*****

BUSINESS & INDUSTRY ENDORSEMENT

AGRICULTURAL SCIENCES CAREER

Agricultural Pathways



Principles of Agriculture, Food & Natural Resources
Grade: 9-10 Length: 1 Year Credit: 1
Or any FIRST YEAR Ag Student
This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings. Bridgeport FFA is an intra-curricular part of the Ag Food and Natural Resources Cluster. Each student is required to maintain a Supervised Agricultural Experience Project (SAEP). These can consist of anything from an animal project and job placement to ag mechanics and science fair projects. Each class will also be working on training several leadership development events (LDE) and career development event (CDE) teams.

AG MECHANICS PROGRAM OF STUDY

Agricultural Mechanics and Metal Technologies
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Agriculture, Food & Natural Resources
The student learns the employability skills of a successful employee to meet current industry standards and society, follows operating instructions for tools and equipment to perform a given task, identifies and performs electric wiring skills, and plumbing skills. The student identifies fencing methods, performs appropriate cold and hot metal techniques and knows metal merging technology and processes relating to assembly of equipment in agricultural systems operations. The student plans and performs cost-effective construction techniques. Bridgeport FFA is an intra-curricular part of the Ag Food and Natural Resources Cluster. Each student is required to maintain a Supervised Agricultural Experience Project (SAE). These can consist of anything from an animal project and job placement to ag mechanics and science fair projects. Each class will also be working on training several leadership development events (LDE) and career development event (CDE) teams.

Agriculture Structures Design & Fabrication
Grade: 11-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Agriculture, Food & Natural Resources and Agriculture Mechanics & Metal Technology
Students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. Bridgeport FFA is an intra-curricular part of the Ag Food and Natural Resources Cluster. Each student is required to maintain a Supervised Agricultural Experience (SAE). These can consist of anything from an animal project and job placement to ag mechanics and science fair projects. Each class will also be working on training several leadership development events (LDE) and career development event (CDE) teams.

Agriculture Equipment Design & Fabrication
Grade: 11-12 Length: 1 Year Credit: 2
Prerequisite: Principles of Agriculture, Food, Agricultural Mechanics and Metal Technologies and Agriculture Structures Design & Fabrication.
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. Bridgeport FFA is an intra-curricular part of the Ag Food and Natural Resources Cluster. Each student is required to maintain a Supervised Agricultural Experience (SAE). These can consist of anything from an animal project and job placement to ag mechanics and science fair projects. Each class will also be working on training several leadership development events (LDE) and career development event (CDE) teams.

Practicum in Agriculture
Grade: 12 Length: 1 Year Credit: 2-3
A Practicum is an opportunity for students to use the knowledge and skills they have gained through a coherent sequence of classes in the Agriculture, Food, and Natural Resources Career Cluster. The practicum experiences can include employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course can be paid or unpaid.
Industry Based Certification Obtained: AWS D9.1 Sheet Metal Welding

ANIMAL SCIENCE PROGRAM OF STUDY

Equine Science
Grade: 10-12 Length: Semester Credit: .5
Prerequisite: Principles of Agriculture, Food & Natural Resources
The student will analyze the proper care, nutrition, and selection of horses. Additionally, issues facing the equine industry will be researched. Finally, students will delve into the broad world of careers in the equine industry. Animals to be covered could include, but are not limited to, horses, mules, and donkeys. Bridgeport FFA is an intra-curricular part of the Ag Food and Natural Resources Cluster. Each student is required to maintain a Supervised Agricultural Experience Project (SAE). These can consist of anything from an animal project and job placement to ag mechanics and science fair projects. Each class will also be working on training several leadership development events (LDE) and career development event (CDE) teams.

Small Animal Management
Grade: 10-12 Length: Semester Credit: .5
Prerequisite: Principles of Agriculture, Food & Natural Resources
The student describes the importance of responsible small animal ownership, learns the hazards associated with working in the small animal industry and evaluates current topics in animal rights and animal welfare. The student knows the care and management requirements for a variety of small animals, examines career opportunities in small animal care and learns the employability characteristics of a successful employee. Bridgeport FFA is an intra-curricular part of the Ag Food and Natural Resources Cluster. Each student is required to maintain a Supervised Agricultural Experience (SAE). These can consist of anything from an animal project and job placement to ag mechanics and science fair projects. Each class will also be working on training several leadership development events (LDE) and career development event (CDE) teams.

Advanced Animal Science
Grade: 11-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Agriculture, Food & Natural Resources, Small Animal Management or Equine Science, Biology, Chemistry or IPC, Algebra I and Geometry. Recommended Prerequisite: Veterinary Medical Applications.
This course will be 60% coursework and 40% lab. Students will develop knowledge and skills related to animal systems, career opportunities, entry requirements, and industry standards. Students will also learn about the scientific process and principles as applied through the animal industry. Bridgeport FFA is an intra-curricular part of the Ag Food and Natural Resources Cluster. Each student is required to maintain a Supervised Agricultural Experience (SAE). These can consist of anything from an animal project and job placement to ag mechanics and science fair projects. Each class will also be working on training several leadership development events (LDE) and career development event (CDE) teams.

Veterinary Medical Applications
Grade: 11-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Agriculture, Food & Natural Resources, Small Animal Management and Equine Science
The student learns the employability characteristics of a successful employee, researches current topics in veterinary medicine, recognizes the importance of animals in society, and discusses professional ethics and laws that relate to veterinary medicine. The student evaluates veterinary hospital management and marketing to determine its importance to the success of veterinary clinics and hospitals, communicates the importance of medical terminology, evaluates veterinary terms to discover their meanings, and demonstrates the ability to use terms correctly. The student explores the area of animal management as it relates to animal identification, animal characteristics, and behavioral temperament. The student investigates the body systems and gains a working knowledge of each system's purpose and functions and how each system is affected by disease. The student evaluates animal diseases and identifies internal and external parasites. The student evaluates an animal's health during a clinical examination, determines nutritional requirements for ruminant and non-ruminant animals and communicates the importance of animal nutrition in maintaining a healthy animal. The student examines various aspects of clinical hematology, identifies and discusses surgical-assisting procedures, skills, and objectives and identifies pharmacology-assisting procedures, skills, and objectives that are included in the job description of an animal care assistant. Bridgeport FFA is an intra-curricular part of the Ag Food and Natural Resources Cluster. Each student is required to maintain a Supervised Agricultural Experience (SAE).

Practicum in Agriculture
Grade: 12 Length: 1 Year Credit: 2-3
A Practicum is an opportunity for students to use the knowledge and skills they have gained through a coherent sequence of classes in the Agriculture, Food, and Natural Resources Career Cluster. The practicum experiences can include employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course can be paid or unpaid.

Industry Based Certification: Elanco Fundamentals of Animal Science Certification

HORTICULTURE SCIENCE PROGRAM OF STUDY

Floral Design
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Agriculture, Food & Natural Resources
The student identifies design principles and techniques in floral art and interiors capes, demonstrates floral design principles and techniques and develops and formulates ideas from the environment The student makes informed judgments about personal designs and the designs of others, demonstrates contemporary designs, business practices, specialty items, and creativity in the floral industry by developing floral design skills The student knows the management factors of floral enterprises and learns the employability characteristics of a successful employee**.** Bridgeport FFA is an intra-curricular part of the Ag Food and Natural Resources Cluster. Each student is required to maintain a Supervised Agricultural Experience (SAE). These can consist of anything from an animal project and job placement to ag mechanics and science fair projects. Each class will also be working on training several leadership development events (LDE) and career development event (CDE) teams. **This course meets the requirement of the full-year Fine Arts graduation credit**.

Advanced Floral Design
Grade: 11-12 Length: 1 Year Credit: 1
Course is designed to allow students to build on the knowledge and skills learned in Floral Design and they are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning.

Greenhouse Operations
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Agriculture, Food & Natural Resources
Focuses on the environment by getting food locally. This class is responsible for maintaining the URBAN FARM and bee hives owned by Bridgeport Ag Science department. Food grown is donated to local food banks with some being sold for sustainability of the project. Bridgeport FFA is an intra-curricular part of the Ag Food and Natural Resources Cluster. Each student is required to maintain a Supervised Agricultural Experience (SAE). These can consist of anything from an animal project and job placement to ag mechanics and science fair projects. Each class will also be working on training several leadership development events (LDE) and career development event (CDE) teams.

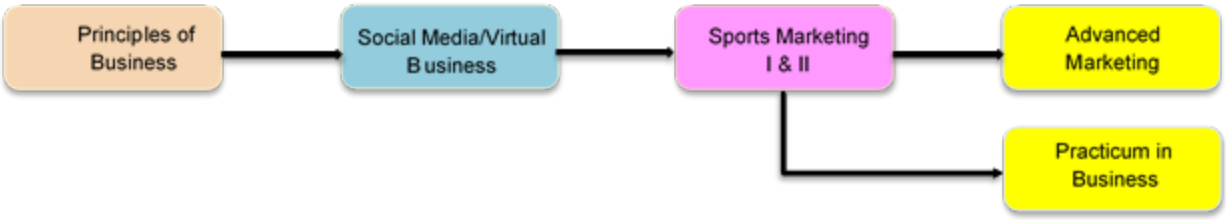
Practicum in Agriculture
Grade: 12 Length: 1 Year Credit: 2-3
A Practicum is an opportunity for students to use the knowledge and skills they have gained through a coherent sequence of classes in the Agriculture, Food, and Natural Resources Career Cluster. The practicum experiences can include employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course can be paid or unpaid.

Industry Based Certification: Texas State Florists' Association Knowledge Based Floral Certification

BUSINESS & INDUSTRY ENDORSEMENT

BUSINESS MANAGEMENT & ADMINISTRATION CAREER PATHWAY

Business Pathway



Principles of Business, Marketing, and Finance
Grade: 9-10 Length: 1 Year Credit: 1
Or any FIRST YEAR Business Student
Principles of Students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance. Students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising and product pricing. Students are encouraged to participate in extended learning experiences such as career and technical student organizations or other leadership or extracurricular organizations.

Social Media Marketing
Grade: 10-12 Length: Semester Credit: .5
Prerequisite: Principles of Business, Marketing & Finance
This course is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts. Credits: .5 Grade Placement: 10-12 Semesters: 1 Prerequisite: Principles of Business, Marketing, and Finance, or any other marketing course recommended.

Virtual Business
Grade: 10-12 Length: Semester Credit: .5
Prerequisite: Principles of Business, Marketing & Finance
Course is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business. Students are encouraged to participate in extended learning experiences such as career and technical student organizations or other leadership or extracurricular organizations.

Sports and Entertainment Marketing I and II
Grade: 10-12 Length: Semester Credit: .5 for each
Prerequisite: Principles of Business, Marketing & Finance
This introductory course helps students develop an extensive understanding of **marketing** concepts and theories that apply to **sports**, entertainment and business. Areas covered in this course include: the basics of **marketing**, target **marketing** and segmentation, sponsorship, event **marketing**, promotion and **marketing** plans.

Advanced Marketing
Grade: 12 Length: 1 year Credit:
Prerequisite: Principles of Business, Marketing & Finance, Sports Media Marketing I and II, Virtual Business, Social Media Marketing
Students will gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to solve problems related to marketing. This course covers technology, communication, and customer-service skills.

Practicum in Business
Grade: 11-12 Length: 1 Year Credit: 2-3
Prerequisite: Principles of Business, Marketing & Finance, Sports Media Marketing I and II, Virtual Business, Social Media Marketing
The course provides opportunities for students to participate in a learning experience that combines classroom instruction with business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. Students will learn about workplace safety, interview skills, customer service and working with others during the year. The practicum course can be paid or unpaid.

Industry Based Certification: Stukent Social Media Marketing

BUSINESS & INDUSTRY ENDORSEMENT

AUDIO/VIDEO CAREER PATHWAY

Digital Communications

Principles of Arts, Audio/Video Technology, and Communications (PRINAAVTC)
Grade: 9-10 Length: 1 Year Credit: 1
Or any FIRST YEAR Audio/Visual Student
In this course students will learn the fundamentals of audio/video technology careers while creating short films and videos employing live action and animation. Students will view technology as an important tool for the artist and use computer programs to facilitate the process of exploring, developing ideas, and producing finished work. Students will learn the basics of hardware and a variety of art software programs. The student will build a visual electronic portfolio throughout the course. Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, and strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

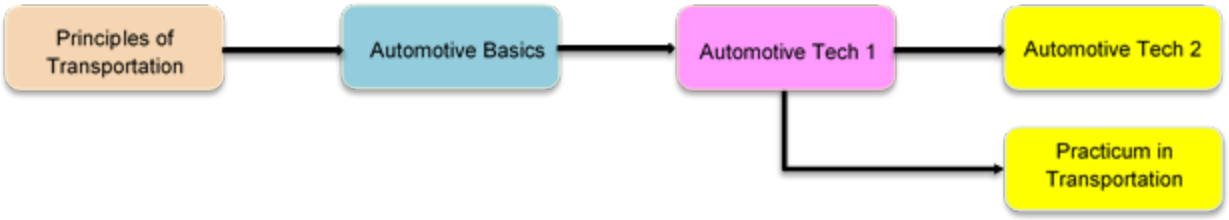
Audio Video Production I, II
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: PRINAAVTC
This course will explore the Audio and Video production industry and its post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects.

Audio Video Production Practicum
Grade 11-12 Length: 1 Year Credit: 1
Prerequisite: Audio Video Production II
Students will be able to implement advanced A/V or audio formats. Instruction delivered through lab-based classroom experiences or career preparation opportunities.

Industry Based Certification: Adobe Certified Professional in Digital Video Using Adobe Premiere Pro

BUSINESS & INDUSTRY ENDORSEMENT
TRANSPORTATION, DISTRIBUTION & LOGISTICS CAREER PATHWAY

Transportation Pathway



Principles of Transportation Systems
Grade: 9-10 Student Length: 1 Year Credit: 1
Students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. Application of the knowledge and skills will be provided through hands-on experiences in the classroom and laboratory. Students are encouraged to become active in the BHS SkillsUSA Chapter.

Automotive Basics
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Transportation Systems
Course includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. Students are encouraged to become active in the BHS SkillsUSA Chapter.

Automotive Technology I, II
Grade: 11-12 Length: 1 Year Credit: 2 credit for Tech I, 2 credits for Tech II
Prerequisite: Automotive Basics for Tech I, AutomotiveTech I for Tech II
Course includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. Students are encouraged to become active in the BHS SkillsUSA Chapter.

Practicum in Transportation
Grade: 12 Length: 1 Year Credit: 2
Prerequisite: Automotive Technology I, II
The course provides opportunities for students to participate in a learning experience that combines classroom instruction with business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The practicum course can be paid or unpaid.

Industry Based Certification: ASE Entry-Level Automobile Brakes

PUBLIC SERVICES ENDORSEMENT
EDUCATION AND TRAINING CAREER PATHWAY

Education Pathway

Principles of Education and Training
Grade: 9-10 Length: 1 Year Credit:1
Or any FIRST YEAR Education & Training Student
Course will introduce learners to the various careers available within the education and training career cluster and will provide the foundation students will need to go into the Instructional Practices class. Students will use self-knowledge and educational and career information to analyze various careers. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster and develop a graduation plan that leads to a career choice in the student's specific interest area. This cluster is not only recommended for those who are interested in education, but also those interested in health and social sciences. Students are encouraged to become active in the Texas Association of Future Educators (T.A.F.E.) chapter at BHS to learn leadership skills, become involved in service projects and participate in fun and interesting field trips as well as regional and state leadership activities.

Child Development
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Education and Training
Child Development is a Career and Technical Education (CTE) course within the Education and Training career cluster that provides students with an in-depth study of child growth and development from the prenatal period through school-age years. The course emphasizes understanding developmental stages, promoting children's well-being, and examining the responsibilities of parenting and caregiving. Students will analyze physical, cognitive, social, and emotional development, evaluate strategies that support healthy growth, and explore the role of families, caregivers, and communities in fostering positive outcomes, while applying their learning through activities such as planning age-appropriate experiences, addressing child safety and health, and investigating careers in early childhood education, human services, and related fields.

Instructional Practices in Education and Training
Grade: 11-12 Length: 1 Year Credit: 2
Prerequisites: Principles of Education and Training, Human Growth and Development plus application and instructor approval.
This 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, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, intermediate, and middle 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. (This course is recommended not only for those interested in exploring a career in education, but also those interested in health sciences and social sciences.) Students are encouraged to become active in the Texas Association of Future Educators (T.A.F.E.) chapter at BHS to learn leadership skills, become involved in service projects and participate in fun and interesting field trips as well as regional and state leadership activities. ***Student MUST complete an application and be accepted into the program.***

Practicum in Education and Training
Grade: 12 Length: 1 Year Credit: 2
Prerequisites: Principles of Education and Training, Human Growth and Development, Instructional Practices in Education and Training and application and instructor approval. Can be repeated once for credit if different skills are taught.
This is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the coursework 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-, intermediate-, middle 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. (This course is recommended not only for those interested in exploring a career in education, but also those interested in health sciences and social sciences.) Students are encouraged to become active in the Texas Association of Future Educators (T.A.F.E.) chapter at BHS to learn leadership skills, become involved in service projects and participate in fun and interesting field trips as well as regional and state leadership activities. ***Students MUST complete an application and be accepted into the program.***

Industry Based Certification: Educational Aide I

HEALTH SCIENCE CAREER PATHWAY

Healthcare Therapeutic

Health Science Pathways

Principles of Health Science
Grade: 9-11 Length:1 Year Credit: 1
Or any FIRST YEAR Health Science Student
The course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations or other leadership or extracurricular organizations.

Medical Terminology
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: PRINHLSC
The 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.

Anatomy and Physiology
Grade: 11-12 Length: 1 Year Credit: 1
Prerequisites: Biology, Physics and Chemistry or concurrent enrollment in Chemistry
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Students are encouraged to participate in extended learning experiences such as career and technical student organizations or other leadership or extracurricular organizations.

Practicum in Health Science
Grade: 11-12 Length: 1 Year Credit: 2
Prerequisite: PRINHLSC, Medical Terminology, Anatomy & Physiology
In partnership with Weatherford College students obtain the knowledge, and skills essential for entry-level patient care technicians to provide basic care to patients in hospitals, clinics, and rehabilitation centers by focusing on their specific health and personal needs.
Industry Based Certification: Patient Care Technician (PCT).

Exercise Science and Wellness Pathway

Principles of Exercise Science and Wellness
Grade: 9-10 Length: 1 year Credit: 1
Course is designed to provide for the development of knowledge and skills in fields that assist patients with maintaining physical, mental, and emotional health. Students in this course will understand diet and exercise, as well as techniques to help patients recover from injury, illness, and disease. They will also learn about introductory health science topics such as employability skills, lifespan development, and ethical and legal standards.

Kinesiology I
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Exercise Science and Wellness
This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance.

Kinesiology II
Grade: 10-12 Length: 1 Year Credit: 1
Prerequisite: Principles of Exercise Science and Wellness
The course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs.

Anatomy and Physiology
Grade: 11-12 Length: 1 Year Credit: 1
Prerequisites: Principles of Exercise Science and Wellness, Biology, Physics and Chemistry or concurrent enrollment in Chemistry
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Students are encouraged to participate in extended learning experiences such as career and technical student organizations or other leadership or extracurricular organizations.

Practicum in Kinesiology
Grade: 11-12 Length: 1 Year Credit: 2
Prerequisites: Kinesiology II and Trainer Approval
A kinesiology practicum is a supervised, hands-on course where students apply classroom knowledge in a real-world setting, often in a healthcare, fitness environment, or the training office. It is a senior-level course that requires practical experience, such as observation, simulation, or direct participation. The goal is to bridge the gap between theory and practice and to prepare students for future careers in health, fitness, and related fields.

Industry Based Certification: TBD

STEM CAREER PATHWAY

Engineering

Engineering Pathway

Principles of Applied Engineering
Grade: 9-10 Length: 1 Year Credit: 1
Or any FIRST YEAR Engineering Student
Course 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.

Manufacturing Engineering Technology 1
Grade: 10-11 Length: 1 Year Credit: 1
Students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing and robotics. Students will prepare for success in the global economy. The study of manufacturing engineering will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.

Engineering Design and Presentation I
Grade: 11-12 Length: 1 Year Credit: 1
Engineering Design and Presentation I is a continuation of knowledge and skills learned in previous Engineering courses. 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 robotics to gain and maintain employment in these areas.

Engineering Design and Presentation II
Grade: 12 Length: 1 Year Credit: 2
Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. 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. Emphasis will be placed on using skills from ideation through robots.

Industry Based Certification: TBD

OTHER ELECTIVE COURSE OFFERINGS

Office Aide
Grade: 11&12 Length: 1 Year Credit: .5 - 1 (local)
Prerequisite: Application and Approval by Administration
Admission to the BHS Office Aides Program is by application and must be approved by the Office Aides facilitator. Assignments may be in the front office, attendance office, nurse's office, or library. ***Students MUST complete an application and be accepted into the program.***

Peer Assistance and Leadership (PALS) I and II
Grade: 11-12 Length: 1 Year Credit: 1
Prerequisite: Application and approval by Instructor
This is a mentoring program that matches high school students with elementary school and intermediate school students to help them become excited about themselves and school. Mentoring activities will focus on social, fun and educational activities. Mentoring is a serious commitment on the part of all students. The mentors will be carefully selected and trained before participating in the program, and good attendance is required. The PALS program is committed to fostering caring relationships that will build the self-confidence of the students involved. ***Students MUST complete an application and be accepted into the program. Mentor training is required.***

Student Leadership
Grade: 10-12 Length: 1 Year Credit: .5 - 1
Prerequisite: Application and approval by Instructor
Student Council membership is strongly encouraged. Provides opportunities to study, practice and develop group and individual leadership and organizational skills. These skills include decision making skills, problem-solving techniques, communication skills, leadership roles, human relation skills and understanding the need for civic responsibility. Students enrolled in the course will apply these skills in dealing with peers, school administration and the community. ***Student MUST complete an application and be accepted into the program****

Computer Science I
Grade: 9-12 Length: 1 Year Credit: 1
Course will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media.. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

Helping Our Peers Excel (H.O.P.E.)
Grade: 9-12 Length: 1 Year Credit:1
H.O.P.E. is a peer-tutoring/mentoring program that pairs up 9th through 12th graders with students who have significant cognitive disabilities or other developmental delays in school. Peer tutors will assist these students one class period a day, either in a core class or an elective class. The peer tutor, in addition to helping the student with his/her class work, will also develop a friendship with the student. The H.O.P.E. class will take the place of one elective.

Appendix A
Academic Pathways

CTE Pathway Legend

Level 1 Courses

Introductory foundational Career and Technical Education courses that introduce students to specific career clusters. These courses provide students with the fundamental knowledge, skills, and employability characteristics needed to pursue further study or careers within those industries.

Level 2 Courses

Second-level course within a specific Career and Technical Education program of study, often an advanced course building on foundational Level 1 knowledge. These courses focus on practical application as students build their knowledge in each pathway.

Level 3 Courses

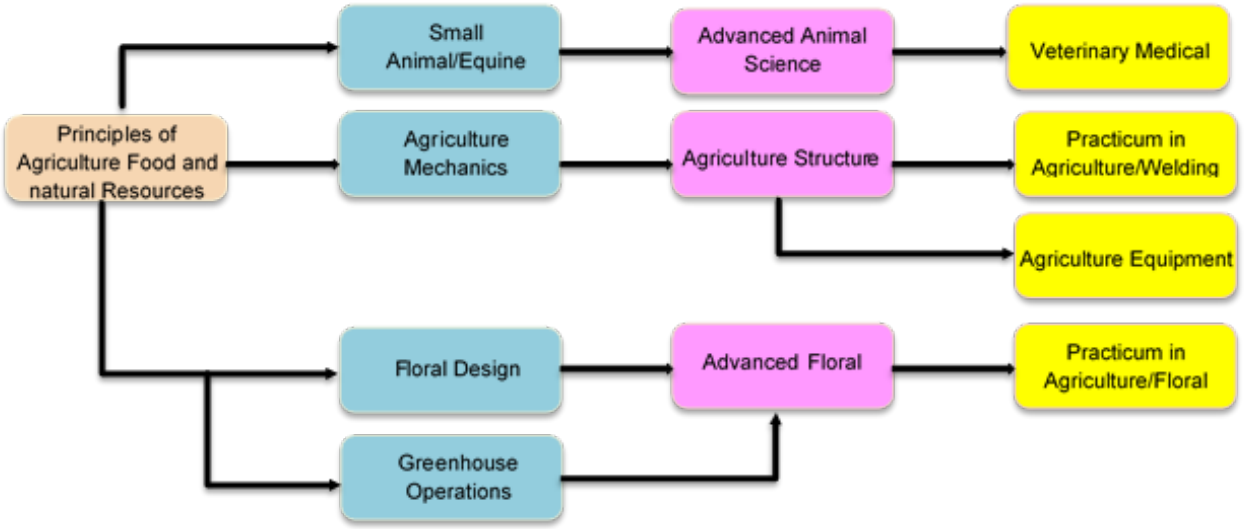
A CTE course within a CTE program of study, often involving a final project to demonstrate mastery of skills learned in courses.

Level 4 Courses

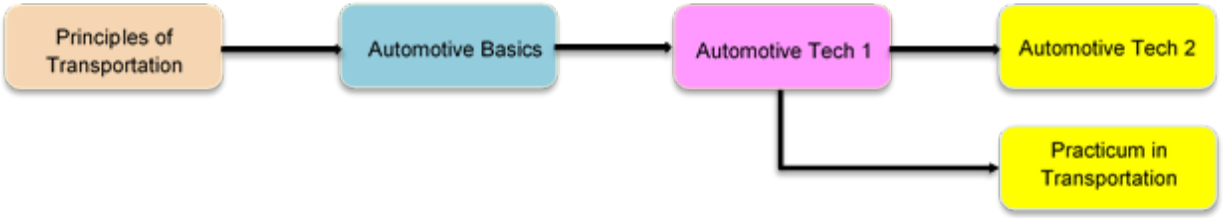
A final CTE course within a CTE program of study, often involving an internship and final project and usually a double block class.

Appendix B
CTE Pathways

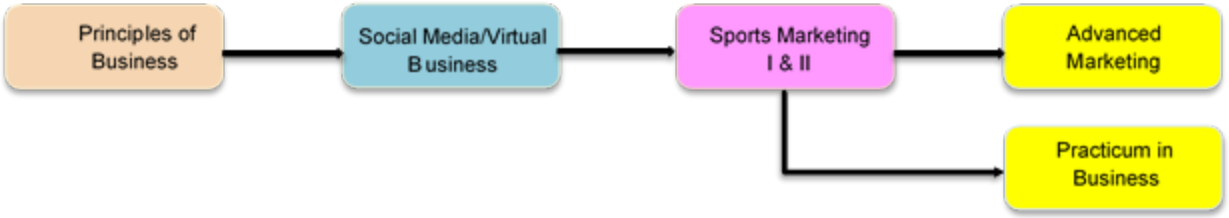
Agricultural Pathways



Transportation Pathway

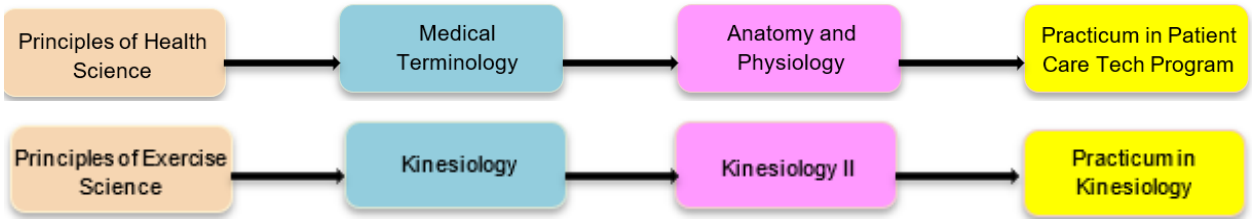


Business Pathway



Audiovisual Pathway

Health Science Pathways



Exercise Science and Wellness Pathway

Education and Human Service Pathways

Engineering Pathway